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## SCHOOL CLUBS



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# SCHOOL CLUBS

THEIR ORGANIZATION,  
ADMINISTRATION, SUPERVISION, AND  
ACTIVITIES

BY

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To  
R. I. H. M.

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## PREFACE

EDUCATORS are recognizing in increasing measure the fact that training for citizenship must include not only intellectual training but also social, physical, and spiritual training. We are becoming able more and more to distinguish these various phases from one another, and to realize that education or training in one phase does not necessarily carry over to other phases. For instance, just because the pupil proves by a display of high marks that he has received intellectual training, he does not thereby show that he has received training in social character. The recognition of this fact brings a corresponding demand that, in the program of training for citizenship, adequate provision be made for training in all, and not merely one, of the fields represented by it. This is one of the main reasons for the present widespread interest in the so-called extracurricular activities.

The school club, in one form or another, has always been an important part of the extracurricular program. Clubs, although differing in aim, organization, method, and many other respects, are found in all schools. Not only do these clubs differ from one another, but the attitudes taken by teachers and administrators towards them differ widely. In some schools a definite attempt is made to encourage and develop them properly; in some, they are looked upon as pupil functions purely and no cognizance is taken of them; and in still other schools an attitude of antagonism handicaps them in their work. Serious study and efficiently directed effort will be increasingly necessary in order fully to capitalize these citizenship-producing organizations and activities.

The purpose of the author in presenting this book is to offer definite and concrete material to the teacher or administrator

interested in clubs. The teacher needs not only a basis of theory but also sufficient program suggestions to help him properly to put this theory into practice. The average teacher has little time for studying theory—he is assigned a club and is expected to help plan its program. To provide this minimum of general theory and maximum of specific program material, and to cite sources for additional material are the purposes of this book. Chapters I, II, III, and XX deal with the general problems of organization, administration, and supervision, while Chapters IV–XIX, inclusive, list and suggest program material for a hundred and fifty clubs, and cite books, magazines, and other sources for additional information.

The material of this book came from a variety of sources: a great many conferences and an immense volume of correspondence with teachers, sponsors, and administrators of clubs; a five-year analysis of thousands of school newspapers, magazines, handbooks, yearbooks, pamphlets, bulletins, reports, and other school publications; the investigations, studies, and reports of hundreds of university students interested in this subject; and the literature published in the fields represented by the various clubs. After an analysis, classification, and compilation of this mass of material had been made, each section was placed in the hands of experts in these fields for criticism.

These experts were selected for their general knowledge of the field and for their experience with the special type of club. In those instances where an individual possessing both of these qualifications was not available, the material was criticized by two persons, one who knew more about the subject than the club work, and one who knew more about the actual club work than the subject. Much of the material was criticized by two or more individuals. A glance at the list of acknowledgments will give the reader an idea of the amount of work involved and the general standing of those who did it.

In general, those clubs are classified together that appear to have the same general aims. A number of clubs may be classified in more than one place. For instance, the Radio Club may be classified in the chapter on Science Clubs or in the chapter on Recreation Clubs; and the Home Nursing Club may be classified in either the chapter on Health Clubs or the chapter on Home Making Clubs. The Index will assist the reader to locate desired clubs.<sup>1</sup>

Below the names of many clubs are placed additional names which may be of value to the local club if it is just being organized or if a change in name is desirable. These names will not indicate in all cases exactly the field represented by the principal name, but they will represent the general field, or parts of it, in the case of more highly specialized clubs within this general field. For instance, "Commercial Club" represents the entire or general field while "Stenographic Club" or "Bookkeeping Club" would represent a smaller and more highly specialized part of this general field. These names, of course, do not include those based on local significance.

The suggestions concerning books, magazines, materials, and sources of additional material are those which in the minds of the critics are most suitable and accessible. Definite references to magazine articles have been omitted almost entirely because in many cases they are not accessible to the average teacher. The names and addresses of the various publishers of books in the bibliographies are placed in the appendix. Many clubs will wish to order books and magazines for their club library or for the school library.

The list of clubs, while long, may not be complete. For instance, there may be other sewing, art, or cooking clubs than

<sup>1</sup> For a more detailed discussion of the values of school clubs, the reader is referred to ROHRBACH, *Non-Athletic Activities in the Secondary School*, published by the Westbrook Publishing Company, Philadelphia.

those discussed. However, in order to save useless repetition, many of these are grouped for discussion into one club. Consequently the sponsor may find additional suggestions for his own club in the discussions of other clubs in the same chapter and in the discussions of somewhat similar clubs in other chapters.

The material pertaining to the organization, administration, and supervision of the club program may appear to be somewhat dogmatically presented, but it must be remembered that it is based on an exhaustive and complete study of available material, and on personal opinion — reflected opinion of those who work with clubs and know them. Little experimental and scientific data are as yet available upon which we can base principles and procedures.

It must be borne in mind that no school should adopt from another school a program in its entirety. The program must be adapted to fit local situations. While the reader is supplied with an extensive array of material adaptable to all sizes and types of schools, he should remember that, in the last analysis, his own particular background and equipment must determine just how this material can best be utilized.

In most elementary schools no definite provision is made for a club program. The author can see no reason why there should not be such provision. If clubs are successful in the two lower grades of the junior high school, they should be equally successful in the two upper grades of the elementary school. And if they are successful in the seventh and eighth grades, there appears to be no reason why, in perhaps a smaller but nevertheless important way, the clubs of the fourth, fifth, and sixth grades also could not be successful. Some schools have successful clubs in these, and lower, grades. Many of the clubs and activities discussed in this book are equally suitable for the elementary and the secondary school, and practically all the material may be adapted for use in the elementary school.

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## SCHOOL CLUBS



# SCHOOL CLUBS

## CHAPTER I

### OBJECTIVES OF SCHOOL CLUBS AND BASIC PRINCIPLES OF CLUB ORGANIZATION

**Clubs in community life.** — This is the age of clubs. Consider for a moment the multiplicity of clubs in any community: the business, commercial, professional, social, recreational, educational, religious, political, honor, racial, music, protective, service, fraternal, and similar organizations, and the large part of the community which the total membership of these clubs represents. Think how they have multiplied during the past two or three decades. Many of these clubs were established early, many were later continuations and ramifications of these, and still others are of recent establishment. But all of them, because they increase the intellectual, social, spiritual, and physical attainments of their members, are considered of value, else they would not continue to exist. Basically, a club is merely a group of individuals with the same interest, and this interest may be social, athletic, professional, religious, political, or educational. The furtherance of this interest naturally becomes, in most instances, the main objective — stated or implied — of this group. Specialization increases, and as knowledge and experience increase, the club becomes a real instrument of education for its members and automatically advances the interest represented.

**Reasons for the development of these clubs.** — One very important reason for the rapid growth of clubs and club life is



the increased ease of transportation and communication. It is easy for the members of commercial, professional, and other clubs or organizations to meet at various parts of the country without unduly inconveniencing any one concerned. Wider ranges of shipping, transportation, and communication facilities have brought a corresponding increase in the range of interests represented. Competition has brought a correlative demand for further efficiency, and meetings for mutual protection and benefit have become common. Formal associations and organizations of local significance have been followed by organizations and associations of more than local prominence. Furthermore, not only were the specialized interest groups organized for mutual association and benefit, but in time these combined into more inclusive groups such as trades unions, chambers of commerce, professional men's associations, and nationalistic societies.

Another cause for the development of clubs and similar organizations is to be found in the increase of prosperity. This means not only higher wages but also shorter hours. Leisure has been increasingly utilized by commercial enterprises, movies, theaters, racing, boxing, baseball, billiards and pool, bowling, camping, swimming, hiking, traveling, and other sports and recreations, and also by the formation of congenial groups for all sorts of purposes — financial, social, recreational, political, religious, and educational. As the amount of leisure at the disposal of the average man increases, so does the importance of a correlative educational objective — that of properly interesting and directing the pupil, or future citizen, in the wise use of leisure time.

**Clubs in colleges and public schools.** Organizations and clubs within the colleges and institutions of higher education have multiplied by leaps and bounds within the past two decades. The original clubs in college had more or less religious and academic aims and purposes. Usually they were not formal clubs, but more in the nature of "meetings." Later these associations

raised their membership requirements, took appropriate names, made more definite their aims and purposes, and in other ways became more formal. In 1776 came Phi Beta Kappa, an honor organization, but a formal, duly recognized one; and within a century and a half there grew up literally hundreds of imitators. Now every professional school — journalism, education, engineering, medicine, dentistry, and others — has its appropriate honor society. Furthermore, many of the departments, themselves, have their own honor organizations. Accompanying these, or perhaps slightly preceding them, came a rapid development in the social organizations of the colleges, until now there are a great number of them, some national and some local. In fact, in almost any field of college activity, or phase of that activity, there can now be found correlated clubs or organizations.

The rapid development of the club program in the college has been paralleled by a later but a corresponding development in the secondary school, ever the imitator of the college. The junior high school, a new institution without traditional constraint, having as one of its main purposes to “explore pupil interests, capacities, and abilities,” immediately recognized the values of clubs and developed an imposing array of them. This development in the junior high school is now vitalizing similar developments in the senior high school and in the upper and middle grades of the elementary school.

The school club, while different from the professional or college club in aims, materials, and methods, can nevertheless occupy an equally important place in the lives of the pupils of the school. The statement that these clubs are being recognized more and more by educators and administrators is evidenced by the increasingly large number of schools that have included them in their regular schedule of school activities. Clubs are common in the middle and upper grades of the elementary school but relatively uncommon in the lower grades. There seems to be no

reason, however, for not having them in these lower grades, and in time, this further extension will undoubtedly be made.

**The club idea and modern educational theory.** — The club offers a program in conformity with modern educational thought. The old school was content to set up ideals; the new school not only sets up worthy and reasonable ideals but offers opportunity for the actual practice of these ideals. This means that the ideals themselves will not only be the more reasonable and possible of attainment because actual practice is checked against them, but also that these ideals will really function. Knowledge of law is certainly no guarantee of its observance; it is only the basis upon which intelligent observance is built. The average pupil's knowledge of what the good citizen should do does not guarantee that he, as a citizen, elects to do this.

There is comparatively little opportunity in the traditional school work for the pupil to practice many of the qualities which he as an adult will need, because the regular work of the school is concerned largely with the mental or intellectual phase of life, and because the physical, social, aesthetic, emotional, appreciational, and recreational phases are rarely emphasized. The very nature of the classroom exercise prohibits this emphasis. The school club program offers many opportunities for the proper guidance and education of the pupil in important phases of citizenship because phases other than the intellectual are emphasized. It is based upon vital pupil interests, and opportunity for participation is provided in these activities. In short, the club is built upon the basis of "Learn and Do," and not merely upon that of "Learn."

#### OBJECTIVES OF SCHOOL CLUBS

**1. The capitalization of gregariousness.** — One of the strongest natural tendencies or characteristics of the individual is that of gregariousness — the desire to be with his fellows. No one

lives to himself to any great extent : he is dependent in his financial, mental, physical, social, domestic, and other relationships upon others. Like all other native tendencies, this has its purpose. Educationally, this desire to be with others is the basis of an all-important educational procedure — that of learning from others. Being with others, listening to their ideas, adding their experience to one's own, criticizing and being criticized, constitute important parts or methods of the education of the individual. In living together, we very naturally have to adopt certain attitudes towards one another. Some individuals we will dominate, others will dominate us ; some will antagonize us, we will antagonize others ; and we will take still other attitudes towards others and they will take other attitudes towards us. In many instances we cannot tell just why these attitudes are taken. Probably most persons in the world are being idolized and imitated by some one else. Certainly all will accept leadership in some things and achieve leadership in others. Leadership and followership are important relationships which the adult has and which should be directed by wise guidance. Many people follow blindly or unintelligently. Often a man having attained deserved leadership in a certain field later goes into another field in which he has no justifiable claim of leadership. Intelligent followership will refuse to follow him into fields in which he is not competent ; blind followership will accept his leadership anywhere because of the first contact. It should be the business of the school, not merely to teach followership and leadership, but to teach intelligent and discriminating followership and leadership.

The school club may then capitalize one of the strongest urges of boys or girls — that of gathering around themselves a group of kindred spirits, those with whom they like to work and play. Of course any such capitalization must have a more definite aim. Just to bring these individuals together for undirected association

or play would not be particularly valuable. The group must be given opportunities for work and play which will have important educational effects on its members. Furthermore, this mutuality of esteem does not mean that the group need be in entire agreement on all matters. Probably it should not be in entire agreement, because when agreement becomes complete, we cease to learn. All the progress this world has ever seen has been made against established tradition, organization, and activity. In the club each pupil may have his particular interests and ideas, and the fact that the members are not in complete agreement in interests and ideas will mean, not less, but rather more, educational profit for them all.

**2. Widening and deepening of pupil interests.** — The wise use of leisure time is becoming a more and more important aim of education as more and more leisure time becomes available, and as methods and means of spending leisure multiply and become more diversified. Wise use of leisure depends upon number, variety, and value of interests, and the opportunity for their expression and development. It goes without saying that an important phase of school activity should concern itself with the improvement of pupil interests. Ordinarily, the child has had little in the way of experiences. They are few in number and, for many children, colorless in quality. In the widening of the range of the pupil's interest and in the deepening of the interests which he already has, the club program probably has its greatest values. All of us remember the narrowness of our own childhood experiences and the limitations of our vocational preferences. They are humorous to us now that we are older and have had more experience, but how real they were to us when we were children!

The author as a young child was ambitious to become a grave-digger. He liked to dig in the ground, as most boys do, and this liking was increased greatly because there hung at his disposal

in the barn a bright and shining tiling spade. While he loved to dig any kind of hole, he arrived at his final choice by elimination. In the small village in which he lived, only three kinds of excavations were ever dug — cellars, wells, and graves. Wells were eliminated immediately because he did not believe that he could ever dig a round hole, and even if he could do this, he doubted his ability to drive it down straight and vertical. Cellars were eliminated because no one ever built a new house in this village, and cellars were consequently not needed. This left graves. The author really believes that if he had not been sent out into the world by a most unusual mother — one who did not know that world but who knew there was no future for her son in that village — he would have been entirely satisfied to have stayed there, digging the graves for a dozen or so of his friends each year and making additional living in the ways customary in small villages !

This story is told to illustrate how limited is the range of that child's insight. Probably the reader can match the author's story with one just as significant. We all know how our vocational interests and preferences change as we come into contact with new ideas and changed attitudes towards old ideas.

How frequently teachers, principals, and others justify their activities on the basis that the pupils like them ! This is particularly true with the student publication. In the first place, the students should like the publication ; and while it cannot be entirely justified on the basis of pupil likes and dislikes any more than the academic courses or the school calendar, it should have the support of the school. But while this is true, it is also true that if the pupils have had no experience with other publications, they are not competent to judge relative merits. The man who says a certain car is the best in the world, when he has had no experience with other cars is not competent to judge. The only person competent to form judgments is the one who has had

experience, and even then his competency is limited by the extent of this experience. The more experience he has, the more competent he is to judge wisely and intelligently.

It is the business of the school to widen the pupil's range of interests by providing opportunities for him to make new contacts. The interests he already has are not only limited in number and scope but are also probably determined by such flimsy accidental bases as what his friends like, or what his parents, Sunday-school teacher, minister, gang leader, "girl friend," or other individual likes. In every way he is limited in experience.

The school in its regular work and organization offers some opportunities for experience, but the effects and values of these are limited because participation in them is required. He must take certain subjects and in these subjects he is expected to perform certain tasks. Too often he comes to look upon these as imposed tasks which are to be done with a minimum expenditure of time and energy. They represent school "work." How different is his attitude towards football, music, dramatics, or other so-called extracurricular activities, which he enters into not because he has to do so, but because he wants to do so. The very nature of the classroom work excludes much in the way of personal individual interests because of the uniformity demanded by promotion procedure.

Just the opposite is true in the average club. Here there is not a great deal of uniformity desired or even possible. In baseball, nine men make up the team and each has an entirely different position to play; in the orchestra, many instruments are necessary; and in dramatics, various parts must be played and a multitude of additional opportunities are offered in the staging of the production. In other words, the club offers variety rather than uniformity. It offers a chance for the member to widen his range of interests indirectly by seeing and appreciating these

other possibilities, and directly by taking advantage of some of them.

A greater variety of clubs should mean greater variety of experiential possibilities. Some schools have a ruling that the pupil may not be a member of a club for a longer period than a year. While there are serious objections to this practice, nevertheless it means that during the course of his school career the pupil will come into contact with a number of different clubs. Another method of increasing variety is the arrangement whereby the pupil may belong to more than one club. For instance, some schools allow the pupil to belong to one or two "academic" clubs and to one "recreational" club. Limiting the kind of clubs to which he may belong, thereby broadening his range, is another method of increasing his variety. By this method all clubs are classified into groups — such as academic, social, recreational, athletic — and no pupil may belong to more than one club in each classification. Still another method of increasing variety is the arrangement whereby club meetings are held bi-weekly and each pupil may belong to two clubs, which meet on alternate weeks. Furthermore, if the school has a variety of clubs, and if these clubs arrange general assembly programs, combine and hold joint meetings, appear in the newspaper, magazine, handbook, or other school publications, or have their announcements read in assembly or posted on the bulletin board, the pupil's vision is widened and his experience is broadened.

Not only does the club program offer opportunity for widening the range of interests of the pupil, but it also offers opportunity for deepening the interests he already has. In his regular work at school he has little opportunity to specialize in the field that interests him. He is required to do the same work as all the other pupils. But in the club not only he is learning about the thing in which he is interested, but he is also having an opportunity to specialize in any particular phase of that activity. He



does not just play in the orchestra, he plays the trumpet or violin, and he selects this specialty of his own accord on the basis of his interests and abilities.

Mr. W. A. Herr, principal of the D. A. Harman Junior High School of Hazleton, Pennsylvania, recently sponsored a "Use of Leisure Contest" in order "to bring to the attention of pupils and public the desirability of using leisure in worthy ways." The contest lasted four weeks and prizes and "honorable mentions" were awarded publicly. Proof of the various projects was shown by a signed statement of the parent or adult in charge of the pupil's leisure time, by the contestant's possession of the skill or ability, and by submitted articles in the case of handiwork. Judgment was based on amount of time spent, general excellence, originality, patience, and skill. Many of the projects were later exhibited and demonstrated at a public program. There were 1016 pupils enrolled in the school and 435 of these competed in 122 different projects.

Another type of "broadening and deepening" program is that developed by Mr. H. W. Piggott and his faculty of the Parkersburg, West Virginia, High School. The members of the Pioneer Club may "earn" 1000 points in accomplishing the various parts of its "Intellectual Training Program." The six main divisions of this program are School Work, Health Education, Speaking and Home Reading, Nature Interests, Observation and Collection, Educational Talks and Trips.

**3. The motivation and enrichment of school work.** — To many pupils the average school life is uninteresting, dull, and monotonous. Probably all of us can recall parts of it which were just this to us when we were pupils. A part of this dullness is undoubtedly due to the fact that all pupils are treated alike and little provision is made for individual interests and capacities. Uniformity is necessary because of the organization for promotion. Work is uniform because judgments on the relative worth

of pupils is necessary. Naturally then as the work becomes uniform it also becomes formal and impersonal, related to no one in particular because it is related to everybody in general. It is true that with the present attention to individual differences this formality and uniformity may disappear within two or three decades, but in any case we have to face the situation as it is now, and at present in the average classroom individual interests are little recognized and capitalized.

The club offers the pupil an opportunity for specialization which he does not have in the classroom. In the classroom his work is formal, in the club it is informal; in the class he is told what to do, in the club he chooses; in the classroom his method of dealing with a topic is clearly outlined by teacher-imposed restrictions, in the club program the method is of his own devising; in the classroom he tries to please the teacher, in the club he works for his own and his club's interests and for the joy of doing this work; in the classroom he conforms to a system, in the club he suits his own convenience. In short, the club represents freedom and expression where the class represents conformity and repression. Naturally he would rather do the thing in his own way than be bound by many restrictions. We are not intimating that these restrictions and that this conformity are not valuable. We are merely saying that formal activities may be supplemented by informal activities through the school club, and that individual differences may be highly capitalized for the good of the member and his club. This supplementation should mean increased interest in the regular classroom activities.

Many pupils will drop out of school all too early, and any legitimate means of prolonging their stay in the school should be utilized. The club program offers many attractive spots in the school life which may help to retain pupils in the school. This is true especially if the pupil is allowed to select those clubs in which his interests lie. Athletics, parties, music, dramatic inter-

ests, and other opportunities probably do much to help to retain pupils. It will be argued that these are poor motives. This may be true, but if we think in terms of those pupils who would have dropped out, but who are being held a while longer because of these interesting phases of school life, we will recognize and appreciate the fact that a poor motive is much better than no motive at all. The justification is to be found in the results obtained.

**4. The development in the pupil and school of worthy ideals of altruistic service, and the promotion of all-round development.** — In the average school, scholarship seems to be the only goal sought directly. In fact, many schools seem to stand for little else. Yet these schools would be the first to state that they were interested mainly in developing good citizens. They would also be the first to attempt to justify the position that the pupil who obtains good marks is thereby a good citizen because he discharges his school obligations in a praiseworthy manner. These are the school folk who think that citizenship is a small corner of scholarship — that because a pupil proves he is a good scholar, he proves, by the same token that he is a good citizen. This, of course, does not necessarily follow. His marks certainly do not prove that he has any ideals of service; they do not even prove that he has character, for high marks have been attained in immoral ways. All that these marks indicate is that, in the mind of the teacher, the pupil learned his lessons. Many teachers will say that correlation works here, and that the pupil with the high marks is the one who most frequently renders good service, and who has high development of character. To a certain extent this may be true, but if we are interested in developing the various elements of citizenship, we must recognize these and definitely attempt to develop them directly rather than string them along as hoped-for appendages of a scholarship scheme. 'The Three R's,' "Readin', 'Ritin', and 'Rithmetic," will ultimately be supplanted by the Three C's, "Character, Culture, and Citizenship."

There are many fine opportunities for the development of the attributes of citizenship in the club program. The pupils work together in cooperative groups. They develop followership and leadership; they have opportunities for the development of initiative because of the unrestricted and informal nature of the club and its activities; they think in terms of appreciation, sympathy, and service of pupils, groups, and peoples of other lands, particularly in the Service Clubs; they learn to respect their own constituted authority; they learn to disagree amicably; they think in terms of club interest rather than their own; and they meet their responsibility in the performance of their parts on programs. They do these things not from fear of the teacher, but from the joy of doing; they learn to be sensitive to the approval and disapproval of their friends; they have an opportunity for learning and practicing intelligent loyalty. In review, the club offers many opportunities for the actual practice of the elements which the adult citizen will need; and this practice is not obtained in a false or artificial environment, but in a true and natural one, in which the pupil prepares for living tomorrow by normally and intelligently living today, in situations which are very similar to those of tomorrow.

**5. The more complete acquaintanceship of teacher and pupil.**

- The club offers an opportunity for the teacher and pupil to become better acquainted. The average pupil knows his teacher only as a teacher in the formal classroom atmosphere and frequently he knows him only as a taskmaster. He does not know him as an individual. It is true that many school administrators want just this. They fear that "fraternizing" of pupils and teachers will destroy authority and result in disciplinary troubles. How different from the methods of the Great Teacher who lived with, worked with, ate with, and wept with His pupils and followers. No petty jealousy of authority, no formality procedure causing restlessness and the resultant necessity for deadening

discipline. No: but rather a cordial personal relationship with His students. It is our guess that if the pupil learns from his school only the pitifully few facts contained in his textbooks, he is probably wasting his time. Knowledge is not synonymous with education or wisdom. All the facts in the world are useless in themselves. But many teachers seem not to reach beyond the fact-teaching stage — the most primitive stage of teaching.

Any teacher worthy of the name has a great many fine personal qualities with which the pupils could become acquainted with profit. The teacher must recognize that the pupil is not merely a lesson-reciting mechanism, but an actual, living personality. It is true that the formal work of the classroom does not permit very much interplay of personalities. The problems must be solved; the sentences must be translated; the work must be done. There is little time in which to do it, and by the time it is done the pupil has few or no opportunities for learning to know the teacher as a human personality.

It is probably trite to say that the teacher can never learn to know his pupils in the classroom. He, too, has not the time nor the opportunity to do this. He must continue to know them as lesson-reciting mechanisms. No one ever contends that the teacher can give a very definite and accurate idea of the vocational possibilities of the pupil on the basis of his work in a classroom. If the school is to be of real value to the pupil, it must be through the teacher. If the school is to interest the pupil in exploring and developing his vocational possibilities, it must do this through sympathetic, understanding teachers in suitable surroundings and situations. The club program, because of its informality and because of the relative prominence of the pupil and the lack of prominence of the teacher, offers a fine opportunity for increasing the acquaintanceship of the teacher and the pupil.

This knowledge of the pupil as a personality should be of value to the teacher in assisting him to develop worthy ideals and

habits, and in making adjustments in other fields than his curricular or even vocational opportunities. Through the club program, the teacher should be of assistance to the pupil in his recreational, physical, social, civic, and ethical life and activities. In other words, while in the classroom the teacher deals with the academic and the mental almost entirely, in the club program he deals less with these than with the social, physical, vocational, recreational, ethical, appreciational, emotional, and artistic phases of the pupil's life. The incentives are no longer marks and authority but rather interest and fellowship. What the teacher discovers in the pupil should be made available to those who are charged directly with the responsibility for his guidance.

#### BASIC PRINCIPLES OF CLUB ORGANIZATION

There are underlying principles in the organization of school clubs which must be considered in originating, promoting, and developing a school program. An exhaustive study of the literature on the subject and the experience and judgment of a great many club leaders have resulted in a rather long list of commonly accepted principles, the most important of which appear to be the following:<sup>1</sup>

**1. The club should be based on definite and worthy objectives.**—No school club should ever be allowed to exist if its aims and purposes are not definite. In some schools, about the only reason for the existence of certain clubs is that they have always existed and are therefore, traditionally, a part of the school life. Mere tradition is not sufficient justification for the existence of a club. Most secret societies have developed out of harmless groups of congenial pupils; originally these cliques represented merely precipitations of congeniality. Later, when congeniality solidified into a formally organized club, a definite program became necessary and this program most naturally centered about

<sup>1</sup> Most of these topics will be discussed at length in the two following chapters.

the methods of increasing the power and prestige of the group. In short, this type of club originated for no particular functional purpose except sociability, and the functions developed later were selfish. Clarity of purpose should be a basic principle of club organization.

Furthermore, these purposes should be worthy. It has already been stated that there are a number of different types of worthy aims, purposes, and values of club activities and that all of these must be recognized. Some clubs will emphasize the exploratory phase; others will emphasize appreciation and general culture; and others will be largely recreational in intent. Not only within the general club program but even within the individual club programs will these various phases of the work exist. There will be a place for all of these purposes, but in every case the more worthy must gradually displace the less worthy if the club is to develop to its highest usefulness. At the present time we have few measurements of worth or value in the field of extracurricular activities. The one most commonly used is that of faculty opinion; and while this is not an accurate measure and while it may be largely subjective and colored with personal bias, yet it is a measure of no small merit, for the faculty is in position to see values and results.

**2. The purposes and activities of the club should be those of its pupil members.** — Very frequently the club attempts to do the work of adults by imitating adult organizations. Sometimes the teacher so dominates it that it cannot do otherwise. The club exists for the education of the pupil members and not for the teacher sponsor, and consequently its program must be interesting, appropriate, and valuable to its pupil members. The age, experience, purposes, background, and general outlook of the members should determine the policy of the club. The wise and intelligent sponsor will see that such a policy is maintained.

**3. Wherever possible club activities should grow out of curricular activities.** — It was suggested in the discussion of purposes that probably for a long time the main material of education in the school will be its so-called curricular work, and that the club has values in motivating and enriching this work. In order to prevent the school from dissipating its energies by attempting too broad a program, and to make the work as valuable as possible to the pupils, there should be relatively few clubs in the school which are not directly related to the work of the school. There will be at least two important exceptions to this general rule, however. The first will concern clubs of a purely recreational nature, such as Magic Club, Chess Club, or Puzzle Club. The second will concern appreciation and culture clubs, such as Art Club, or Music Club. In short, most of the clubs will relate to subjects or phases of subjects taught in the classroom. This is not to "sugar-coat" or disguise these curricular activities, but rather to broaden, apply, and interpret them; to offer additional "slants" on them; and to allow for individual specialization in them. However, to make a rigid requirement that all clubs shall grow out of curricular activities will only handicap the development of a progressive club program.

**4. Proper balance should be preserved between the club activities and the regular activities of the school.** — The club program, while important, is not the only important part of the school program and should receive only a proper share of school time and attention. Just what is a proper balance between the curricular and extracurricular activities of the school no one can say. A serious study, rather than the acceptance of the biased opinion of the principal or the faculty either for or against the program of clubs, should help to determine what this proper relationship is. It will of course vary under different conditions.

**5. The club program must fit the local situation.** — The program which fits one school does not necessarily fit another school,



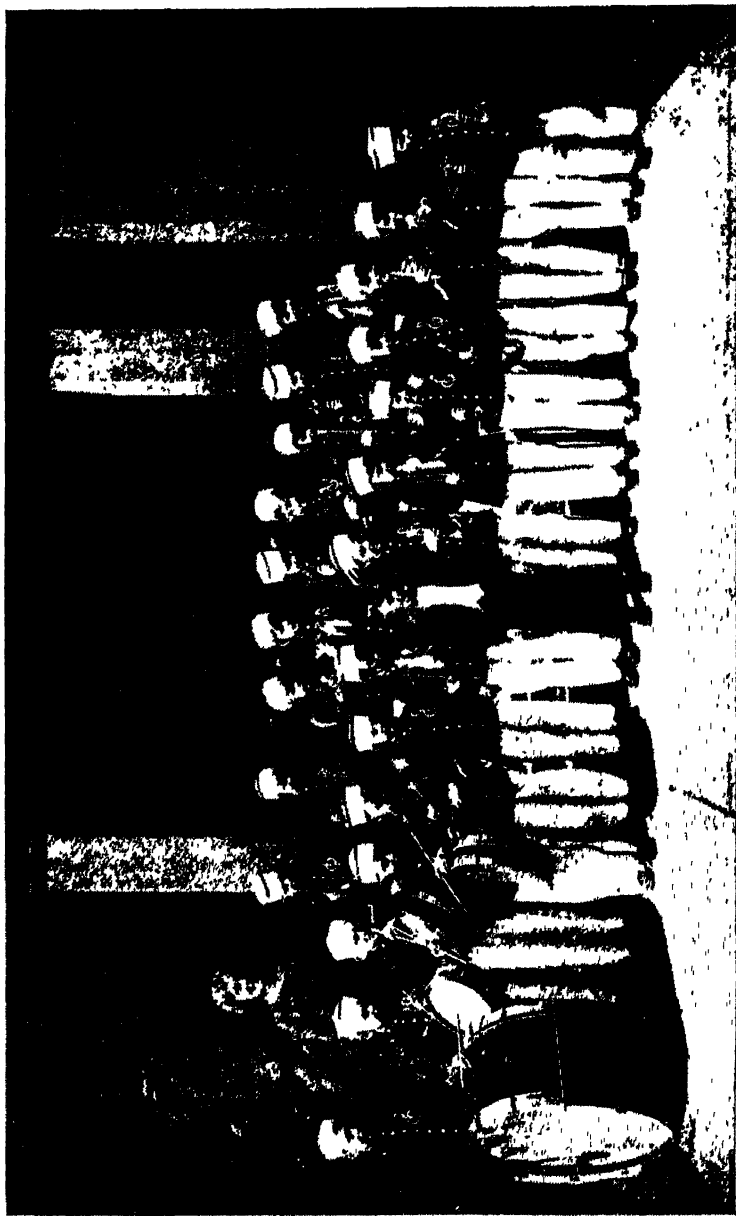


FIGURE 1.—Did you ever hear of a first-grade band capable of giving a complete concert lasting an hour and a quarter? Well, here is one. This attractively uniformed first-grade band was developed by Mrs Edith J Lester of the Mary A. Wilson School, Punxsutawney, Pennsylvania. Elementary as well as high schools have interesting clubs.

any more than the coat which fits one man necessarily fits another. Consequently, no club methods or program should be taken from another school and adopted wholly. Differences in size and type of school, in background and club experience of pupils and of teachers, in ability and general attitude of the staff, and in many other items must be considered. The school will be on the lookout for new ideas from other schools, but it will adapt and experiment with these rather than blindly adopt them.

**6. Every pupil of the school should belong to a club.** — This theoretical ideal of participation is based on the assumption that if club activities are of value to one pupil they are of value to all pupils. Some schools boast of a hundred per cent participation in club activities. On the other hand this ideal is probably unattainable in most schools because of the lack of variety in numbers or types of clubs, lack of facilities for the program, and lack of individual interest and ability. Probably some pupils should give their time and attention to their regular work rather than to club life. In any case, while the ideal of club membership and participation should be held high, it must also be remembered that forcing the pupils into clubs will defeat the very purpose for which the clubs are formed.

In some schools the freshmen are not allowed to belong to clubs. Justification for this exclusion is usually made on the basis that the pupils are too young to benefit properly from club life, or that the older pupils will not like to have them in their clubs because they are younger. Against this exclusion it may be stated that if the freshmen are too young to profit from club membership, they are also too young to profit from the regular classroom instruction, because no pupil is too young to learn material suitable for his age and experience, and this holds true whether the material be mental, physical, moral, or social in character. These freshmen will have many interests other than those of the more advanced pupils and will therefore automati-

cally exclude themselves, to a large extent, from the clubs for the more advanced pupils. The older pupils should have no more right to exclude them from their clubs, than to exclude them from the orchestra or the football team. Clubs will be as valuable to the freshmen as to the juniors or seniors, and freshmen interests deserve just as much attention as those of the older pupils.

When the junior and senior high school are in the same building, each school should have its own program of clubs and limit membership to its own pupils. Exceptions may be made to this regulation under certain conditions, but on the whole the range of ages and interests is great enough to justify separate organizations.

**7. Club membership should be voluntary.** — No pupil should be forced to join a club. Such forcing will only kill interest and spontaneity because the club then acquires a "have to" rather than a "want to" motive. Of course, such forcing would also kill club interest because it would dilute existing interest within the club. It will be necessary to make provision for those pupils who do not want to belong to clubs. These may be allowed to use the time for study or other important school work, in accordance with suggestions made in the next chapter. No pupil should be allowed to waste his time by loafing either within a club or outside of it. The program should be based upon interest and not compulsion.

**8. Provision should be made for recognizing and capitalizing individual abilities.** — In any school will be found a great variety of abilities, capacities, and interests, and for their proper capitalization there must be a complementary variety of educational possibilities. Club membership should be kept small in order that variety in possibility and variety in participation may be obtained. Needless to state, this variety should be based upon pupil interests rather than upon the interests represented by the faculty.

**9. All pupils should have equal opportunities for joining clubs.** — In general, any pupil may join any club he desires to join. In some clubs, perhaps, such as the Dramatic, Tennis, or Music Club, there may justifiably be required a minimum of skill, ability, or experience in the technique of the ability represented. However, even the value of this requirement is doubtful. The academic requirement of passing marks has advantages and disadvantages. The problem cannot be settled in any arbitrary manner for all pupils, all clubs, and all situations. While there should be a general policy, it should be a reasonable one designed for the best interest of all concerned. There should be no balloting on pupil candidates by pupil members of the club. Club membership will be dealt with at length in the following chapter.

**10. There should be no excessive dues, fees, assessments, or similar restrictions on membership.** — One aim of many clubs is exclusiveness and a usual method of attaining this aim is the establishment of high entrance fees or yearly dues. If dues are necessary they should be very small, so small that they will never bar pupils from membership in the club. Other requirements, such as a high average in school work should not be allowed except, of course, in the case of the Honor Club.

**11. The club should be limited in size.** — A large club defeats its own purpose because it offers too few opportunities for direct participation and becomes a convenient place for "sleepers." No one can say exactly just what the limit of club membership should be. This depends upon the nature of the club, its activities, frequency of meeting, and experience and general ability of the sponsor. In most cases, however, it should be small enough to permit all members to participate freely in its activities. A club of four hundred is a mob, not a club, resembling an assembly meeting of that particular part of the school.

**12. All members of the club should participate in its activities.**

— It should be a club rule that any one who benefits by what other members of the club do should be expected to contribute his share to the club's life and activities. Not all pupils are speakers, singers, or performers, but all pupils have some abilities and interests which can be utilized, and these should be discovered and developed. In a dramatic club, for instance, there is a place for utilization of members other than merely as actors. There must be stage hands, electricians, ushers, promoters, ticket sellers, distributors, advertisers, scene painters, costume designers, musicians, prompters, and other helpers. No pupil should be forced to participate against his will any more than he should be forced to join a club against his will. On the other hand "dead wood" in a club should not be tolerated.

**13. Provision should be made for the proper encouragement and limitation of pupil participation.** — The pupil should be made thoroughly familiar with the entire club program and be encouraged by every dignified method to become a club member, but he should not be unduly forced. Nor should he be allowed to join too many clubs or to participate in too many activities, thus overloading himself to the detriment of his regular school work or other activities. To what extent he should be allowed to participate will be determined by his interests, abilities, scholastic records, and by the general details of the school's program. A more complete discussion of this principle and suggestions for carrying it out are given in a later chapter.

**14. The club should not be considered vocational in purpose.**

— The activities represented by most school clubs have important vocational aspects, and these should be suggested in appropriate meetings of the club. However, the main purpose of the club should be that of widening, deepening, and broadening the interests of the members, and not the giving of complete information about the vocations represented. The club should not be

considered a substitute for competent guidance nor a class for the study of occupations. A professional or vocational aim would narrow its vision and limit its value. On the other hand much personal information about the pupil member may be obtained from his club contacts and activities, and this should be made available to the guidance officer in order that he may properly assist the pupil.

**15. Whenever possible the club should be scheduled on regular school time.** — If a club program has important educational values for the pupil member on his own time, it is valuable enough to be included in his regular school schedule. Scheduling clubs on school time will mean that both the teacher and the pupil will have better attitudes towards them; it will dignify the activity; and it will require high returns for the time invested. Other values are that it will insure full attendance of its membership; provide for regularity and consistency; and lift the program to the level of importance of the so-called regular work of the school. Of course, this is ideal and many schools have not been able as yet, to provide time for these activities. Many schools, especially junior high schools, have definitely scheduled activities periods in which these activities are organized and conducted.

**16. Whenever possible, club meetings should be held on school premises.** — This is not always possible, or even desirable, in the case of trips and visits to places other than the school. In general, however, the club meeting should be held in the school building where it can easily be controlled; where responsibility is not divided; and where the school and its interests can be definitely safeguarded.

**17. Club sponsors should be carefully chosen and assigned.** — Probably nothing will kill a club more quickly than an uninterested, unsympathetic, or unprepared sponsor. Frequently sponsors are appointed because of vacancy of periods, seniority, or other inconsequential reasons. Frequently, too, petty jeal-

ousies among faculty members creep in. This is especially true when an individual from one department is assigned to a club in another department; for instance, when a teacher of chemistry is assigned to a Travel Club or History Club. While in general this might be a bad policy, yet it is certainly true that mere membership in a certain department is not sufficient warrant for appointment to the clubs of this department. A careful consideration of interests, preparation, capabilities, personal qualifications, and pupils' likes and dislikes should be considered.

**18. The sponsor should be a counselor and not a dictator.** — The main function of the sponsor should be that of counselor, a supplier of judgment and experience which the pupils lack. He should be an enthusiastic member of the club but at the same time a reserved member. This is difficult for the average teacher, because all of his practice has been in the direction and control of pupils. He dictates to, and dominates, them in their regular school work, and it is hard for him to do otherwise in club activities where there are the same children and where almost the same conditions prevail. But any such dictatorial and dominating attitude in a club in which membership is voluntary will provoke a righteous opposition and kill the interest of the club members. The club should be a coöperative enterprise, with the teacher acting as chief stimulator and at the same time as chief balance wheel.

**19. The club program should be financed adequately and in a businesslike way.** - - One of the main reasons why the program of extracurricular activities of the school is considered inferior in value to the curricular and thus deserving of less attention is to be found in the cheap methods by which it is financed. Financing by means of tag days and other begging methods, soup suppers, sales of candy, gum, junk, scrap iron, and rags, and other cheap devices, and handling and expending funds in a variety of unbusinesslike ways can only have a cheapening effect on the

program and hinder its development. A proper, dignified, and businesslike method of financing the program should go far towards encouraging adequate recognition of its importance and assisting in its healthy growth.

**20. The faculty should be thoroughly educated in club ideals, objectives, and activities.** — The whole-hearted support of the club program by the entire faculty is essential, for nothing can be more disastrous than an unsympathetic attitude which finds expression either in open ridicule and direct opposition or in half-hearted support and mere toleration. Many teachers have not, as yet, been able to appreciate the importance and the place of clubs in school life or their values as instruments of education. This may or may not be the fault of these teachers. In any case, the effect on the program is the same. This principle will be discussed at length in the next chapter.

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## CHAPTER II

### ADMINISTRATION AND SUPERVISION OF THE CLUB PROGRAM

**The origin of the extracurricular program.** — With but few exceptions, the various activities and organizations in the so-called extracurricular program grew out of definite needs of the students represented, and were promoted and developed by these students with little or no help from the teachers. As these organizations and activities developed, they attracted the attention of the teachers, who then began to assist some activities and hinder others. On the whole, the school authorities can claim little credit for originating the program. Two typical fields of activity, one in college — which was formerly and is now rather widely imitated in the secondary school — and the other in the secondary school, will illustrate the manner in which many of these activities originated and developed.

The college fraternity appeared and developed because the college authorities were so engrossed in the academic and moral training of their students that they seemed to have no time for their social training. Naturally, groups of congenial students gathered informally for social purposes and mutual good fellowship. The inevitable result was the formation of more or less formal organizations where only informal relationships had existed before. Later came more definite organization; more exclusiveness in membership; more secrecy in activities; more success in making the organization recognized and respected; and the development of handclasps, pins, and the other insignia

of the order. Still later came amalgamations and national organizations with their resultant conferences, conventions, magazines, until now there are a great number of well-known national fraternities. Somewhat tardily paralleling this development came the growth of "local" fraternities, usually made up of disaffected boys and girls who failed to "make" the "nationals."

The entire movement developed because no attempt was made by the authorities to provide for the very definite social needs of the students. These organizations probably serve a good purpose in some institutions, no one knows definitely. One university encourages them and builds them homes on the campus, while another university proscribes them.<sup>1</sup>

The history of athletics in the high school tells the same story of student origin and development because of needs. In fact, certain types of athletics developed in the face of bitter opposition from the school administration. Three clearly defined periods are generally discernible in the history of athletics — opposition, toleration, and coöperation. Most communities will remember the time when the school teams were made up of students and others about the town, and when they were backed and coached by the town sports, gamblers, and pool-room crowd. And all such communities will recall the disgrace which was brought upon the school by these teams. In many communities the school athletics still seem to be in the period of town operation, with the school authorities standing by helplessly, while all sorts of misconduct are perpetrated in the name of football or athletics. Most communities have placed these activities where they should be placed — in the hands of those duly constituted to handle them — and coöperate heartily in helping to make and keep them clean. Like many other activities, then, they did not

<sup>1</sup> For a more complete discussion of this problem in the high school, see McKOWN, *Extracurricular Activities*, Chapter X. The Macmillan Company

arise from thoughtful foresight of the school authorities, but directly from needs felt by the pupils themselves.

It is interesting to note here what has become of the one organization that the school did recognize, organize, and control — the Literary Society. This organization, or its corresponding unorganized activity, has been an official part of school life for hundreds of years. It was an important part of the life of the ancient Greek schools and has existed in one form or another ever since that time. However, in most schools, the literary society is now an activity uninteresting both to pupils and to teachers — an activity that is kept alive by forced feeding and artificial respiration. Probably the literary society should be the most interesting activity in school because it represents literature; and literature should be the most interesting subject in school because it deals with everything. But because of the necessity for grades and promotion, literary appreciation has become literary dissection, and the literary society has become so academic and formal that it is now a dead issue in many schools. In any case it may be true that the pupils have been as successful in the development of their activities as were the faculty in the development of their interests.

The program of clubs at the present time represents a large part of the school activities, and its interests and values are so reasonable, logical, and important that the intelligent school man does not dare to permit a club program just to grow up. He must assist its growth and development. Some activities will need encouraging, some will need discouraging, and there must be a proper articulation and coordination between these various activities and the regular school work. The main purpose of this chapter is to offer some definite and concrete suggestions for the management of these activities. Again the reader is cautioned against considering the ideas and plans presented in this book as being the only ones of value. They have been developed out of an

exhaustive study of school clubs, and represent what the author believes to be good practice. No scientific data are presented because they are not available. These ideas represent opinion — but logical opinion based on careful and searching study. However, the local situation must always be the determining factor in the promotion and administration of a club program.

### INITIATING A PROGRAM OF SCHOOL CLUBS

There are a number of very definite steps which should be taken in the initiation of a program of school clubs, and in general these steps will be the same, irrespective of the size of the school or the nature of the club. The principles will be the same in the small as in the large school.

**1. An officially appointed and authorized faculty committee should make a careful survey of the local situation.** — All too frequently the average teacher looks upon a club as being merely a group of pupils which it is his duty to watch. He sees little else in the organization or the activity represented. Furthermore, he all too frequently thinks that anyone can be a sponsor and that no special study, skill, or technique is required. Consequently he does not weigh his responsibility in the matter. If his club “flops,” he takes it as a matter of course and does not look upon this failure as his personal failure; often he is rather glad to be released from the responsibility. He cannot be blamed for taking this attitude if the administration takes it. If the administration entertains a certain attitude, the teacher will tend to reflect it.

The appointment of an official committee on clubs, composed of respected faculty members, will have a wholesome effect on this project. In the first place, it dignifies it and gives it importance in the minds of the faculty and the school at large; in the second place, it recognizes the fact that effectiveness must be worked for and that successful club work does not just happen; in the third

place, the faculty will be given an opportunity to learn something about the proper ideals, methods of organization, and administration of clubs — knowledge that should add to their interest and help to guarantee reasonable results. Nothing should be left to chance. The entire program should be studied as seriously as curriculum and discipline are studied.

The sources of the material of this committee will be the local school and other schools. Many of the schools will have to be studied by catalog and correspondence, but many of them may be visited. A general survey of local possibilities in equipment, rooms, time, teachers, and possible membership will be made. Original ideas and plans by the members themselves may also be utilized. In other words, this committee specializes in this phase of school work and brings to the faculty, as a whole, the results of its study. It will not be in any sense a dictating committee. It is a scientific study or research committee. Its reports will assist the faculty in properly and intelligently meeting this club problem.

**2. The entire faculty should be educated in club ideals, methods, and procedures, in order to secure its whole-hearted coöperation.** — The real starting point in the development of a program of clubs is not the pupil but the teacher, for the teacher must sponsor the club; he must bear the burden of promoting and developing it and he is therefore more important in this process than any one pupil. The surest way to kill a club or to prevent its proper development is to assign to it a sponsor devoid of ideas, ideals, or interest in it.

In the average faculty, there will be represented a number of types of teachers, different so far as clubs are concerned: those who do not believe in clubs; those who believe in them if some one else handles them; those who are able but who do not wish to sponsor clubs; those who are not able and who do not wish to sponsor clubs; those who wish to sponsor clubs but who lack

the ideals, knowledge, or personal attractiveness that will make them successful; those who have the personal equipment but who lack ideals or ideas; and all too rarely those fine teachers who have worthy, justifiable ideals, and who have also the necessary ideas, knowledge, and personal equipment. There is no reason why two teachers of the faculty should think exactly alike, but if the school desires a successful club program it must have the whole-hearted support of its faculty, even if the individual members differ in the details of attitudes, ideas, ideals, and personal equipment. The real responsibility for the success of the program will not rest with the pupils but with the faculty. Wise guidance and intelligent serious study on the part of the faculty will help in the solution of the many problems concerning the values, aims, organization, and administration of these clubs. The school should and will ultimately come to look upon a club failure in exactly the same way that it looks upon a class failure. It is definitely chargeable to some one and this one should be made to feel that the failure is a personal one. In not too far distant a day the same success will be demanded of the teacher in his so-called extracurricular activities as in his curricular work. When this day appears, the entire program of activities will enter a phase of development in which it will be dignified, respected and recognized as an important part of the educational program.

The club program is a program of the entire school, and not merely of particular parts or departments of it. If it is to be this, it must interest all of the teachers. It would be a theoretical ideal for every teacher to sponsor a club and for every pupil to belong to a club. This may not be expedient, or even possible from the point of view of administration; but at least there should be a general support of the program by the faculty, irrespective of the number of teachers who actually sponsor clubs.

No intelligent principal would thrust a program of clubs upon his teachers without first seeking to enlist their support. If the



program should be thrust upon the teachers, it would cause many of them to assume an antagonistic attitude towards it and the activities represented. The principal should patiently enlist intelligent coöperation, if he is interested in building a permanent program. Education is a slow and painful process not only with pupils but also with teachers. A worthy program of any type was never built in a day and, like any other worth-while enterprise, the club program must be slowly and firmly established, and continuous adaptations and changes must be made to fit it to changed conditions and situations as they arise. Interested, enthusiastic teachers will be the biggest guarantee of success that a program of clubs can have.

**3. The interest of the school should be focused on the club program.** — Club membership should be voluntary, for a compulsory membership defeats its own purpose. If the pupil is to join of his own accord, he must have ample opportunity for knowing about the various clubs to be offered, their material, relative values, and work. If he does not see these then he rightfully refuses to join. It will also be valuable if he is shown the extent of the program, its articulation and coördination, and taught to appreciate that the school is attempting a large program for him. Because of this campaign to interest him, he should choose his club more intelligently and not blindly because his friends join, because he likes the teacher, because the hour of meeting is convenient, or because there will be less likelihood of work. His club membership will be a serious matter with him. Definite suggestions for this campaign will be found later in this chapter.

**4. Definite provisions should be made for the proper direction, coördination, and articulation of the various parts of the club program.** — The program should not be looked upon as one for the semester only, any more than the current curricular program is considered one for the semester only. It is true that some changes may be made next semester; but if there is to be a

really dynamic functional program, then there must be provision for continuity of policy. This continuity capitalizes experience and prevents the repetition of mistakes.

The program of club activities should never be considered a group of independent and unrelated units, but rather a closely coordinated mass of very similar activities. It is surprising to see how closely related are the fields of work of the various clubs. This coördination of clubs in their work will be shown in the following chapter. This program, if it is to have coördination and continuity, should be in the hands of a definitely established and permanent committee of the faculty which will make a continuous study and adaptation of the various activities. Naturally, such direction and supervision should be invisible in order to encourage pupil spontaneity and interest, and to prevent the work from developing into a formal "task."

#### CHARTERING THE CLUB

**Causes of club failures.** — The list of club failures in our schools is a very long one. Many clubs fail after the first two or three meetings. Probably the reason for most of these failures is to be found in the lack of foresight on the part of those who formed the club, or those who allowed it to be formed. The pupils may have acted hastily on some passing fancy; the sponsor may have been hurriedly assigned without a consideration of his qualifications; or the club may have failed to stand for any definite policy or achievement.

We must see that no club is organized with haste and that no club is allowed to die without investigation. The organization must not be delayed too long, for it must capitalize current interest; on the other hand, the club must not be organized too hastily, for there must be the same careful consideration as that of the builder, who thinks through his project before building his house. From time to time, plans will be made to fit changes in

the local situation, but if these plans are carefully made at the beginning and consistently followed, frequent changes will not be necessary.

**The central club committee or office.** — There should be a central committee or an office to pass on all requests for additional clubs. This may be the regular Club Committee of the faculty; it may be the Organizations Committee of the Student Council; it may be the Director of Extracurricular Activities; or it may be the Principal or other designated officer, but it must be a duly authorized and sympathetic group or individual. No club should be organized until this authority has given permission, based upon clear evidence that the group planning the club has thought through the project very thoroughly. A complete list of clubs will be found in the Appendix.

**Applying for a charter.** — Any group interested in forming a club will be asked to submit an application to the Club Committee outlining its purposes, projected methods, and activities. The following questions will be considered: <sup>1</sup>

1. What is the name of the club? (The name may or may not be particularly important. It should be dignified rather than flippant. In any case, a complete picture of the projected club will include the proposed name.)

2. What are the main purposes or aims of the club? What values will it have for its members? What benefits will the school receive from it?

3. What is the proposed organization of the club? When, where, and how frequently will it meet? What officers and committees will it have? Is a constitution being planned?

4. What are the projected activities and work of the club? How, when, and where will it accomplish its work?

5. What are the membership requirements? Are there any restrictions? How will members be chosen or elected? How will they be initiated or inducted?

6. Who is requested for sponsor? Why is this teacher selected? Are other teachers available?

<sup>1</sup>These items will be discussed at length in the next chapter.

7. Miscellaneous questions. Does the club anticipate charging an entrance fee? If so, how much? Does it intend to charge dues? If so, how much? What will be done with this money? Does the club plan any insignia? If so, what? Does the club intend to use a slogan, flower, colors, etc? If so, what?

It will be seen at once that this is a rather searching examination. The criticism may be made that this examination may take away interest in the club and that this formality may rob it of its spontaneity. Against this objection it may be pointed out that while this examination is complete, it comprises only the questions that the club must ask and answer for itself. If this examination kills interest in a future club, it shows that this club would depend on too transient an enthusiasm, and ought not to be organized. If this examination upsets an already projected club, it proves that this projected club is too easily upset and ought not to have been undertaken.

A second objection to the above examination is that the group is not competent as yet to answer all of the questions satisfactorily. In a way this is true. No appropriate name may have been suggested for the club, and its activities cannot be definitely listed until the preliminary survey has been made. Nevertheless, the group ought to know the main purposes of the club and have some idea of the work to be done, although many of the details have not, as yet, been worked out. The main purpose is to teach the pupils to think in the same way they must think when they make any important decision, such as that of choosing a career.

**Considering the application.** — The Central Committee or office now considers this formal application in the light of the following questions or criteria.

1. Is this projected club legitimate and reasonable? (It may be legitimate and not be reasonable.) Is it a club that belongs in a school at all? Will its formation set a dangerous precedent? Does it conflict with any state or local law or with any rule or policy of the board of education?

2. Is there a place for it in our school? It may have a place in other schools, but is there a place for it in our school? What are its chances of success in our school? If the club succeeded in another school, in what respects is that school similar to, or different from, ours? Have we had any earlier experience with this type of club? Is there any local attitude or any other condition which would promote or hinder it?

3. Are its objectives, aims, and possible values worthy? Does it offer sound educational opportunities to its members and to the school at large? Are its objectives in accord with accepted objectives of this type of school? Is it possible that improvements may grow out of these aims and objectives? Is there possibility that these objectives may in time become supplanted by those less worthy? If so, what safeguards will be necessary to prevent this?

4. Are these aims and objectives attainable? Are they reasonable? To what extent may the members or school expect to realize them? (Naturally, this discussion will be more in the nature of guesses than anything else because as yet the organization does not exist. But, at the same time, these guesses will be intelligent guesses by those who have made it their business to specialize in this phase of school life, and their experience and judgment will be of more value than that of an inexperienced individual or group. Moreover, their experience will become more valuable as the school program develops.)

5. Is the projected organization of the club feasible? Do the time and frequency of meeting articulate with the remainder of the school schedule? If not, are they justifiable as they are? Will the club fit into the proper place in the school's program? Is the place of meeting acceptable to the school? Is the projected internal organization of officers and committees acceptable?

6. Is its projected program worthy and workable? (Here again the authority can make only intelligent guesses, but these guesses are of value in helping to determine whether or not the club has outlined for itself a program which is worthy on the basis of aims and objectives commonly accepted by the school and its Club Committee.)

7. Are its membership requirements democratic? Do all the pupils of the school have equal opportunities for membership? If there are restrictions as of scholarship, class membership, experience, skill, interest, ability, or knowledge, are they reasonable and fair? Are there any possibilities that the club may develop into a secret society or other organization in which membership is restricted?

# Perry High School

Pittsburgh, Pennsylvania

## CLUB CHARTER

*Perry High School Student Council*

Pursuant to the authority vested in me by the faculty and students, this charter is hereby issued to

This charter is issued to be effective for the term indicated hereon and may be renewed by application of the club to Perry High School Student Council

This charter is held subject to all the regulations and rules laid down by the Perry High School Student Council concerning the conduct of school clubs and is revocable for violation of any or all of the same

The activities of this club must be conducted along the lines stated in this application for a club charter and those lines only. Failure to do so will be deemed sufficient cause for the club charter to be revoked by the Student Council.

*The Space for this club is:*

*Term*

*Perry High School Student Council*

*President*

*Secretary*

*Date*

FIGURE 2 — A formal chartering by the student council not only demands that the club be based on sound considerations and that it maintain high standards, but also dignifies the whole club program. The club charter used at the Perry High School, Pittsburgh, is shown above.

8 Will this club duplicate the work of any other club in school? It may be that duplication will be necessary in the case of a large number of pupils desiring membership in the same club. In case several clubs are thus formed, one pupil may have membership in one club only. This will not be considered as duplication. In such instances, reasonable coordination and articulation must be provided.

9. Is there a suitable sponsor available? Is the sponsor named by the group suitable and acceptable? If no sponsor from the faculty is available, is there an older student or other individual available, who would make a suitable sponsor?

If, after having made a thorough investigation of the application, the chartering authority decides to act favorably, it issues to the group a formal charter with the understanding that, at any time the club ceases to function or violates any of the provisions set forth in its charter, this charter will be declared null and void and the club will be abolished. In case the authority decides to act unfavorably on the application, it will state the reasons for this action and will suggest the proper changes to be made in the application.

One commonly accepted principle of club organization is that there shall be as little overhead organization and machinery as is consistent with the proper functioning of the clubs, and it may seem that the above plan is not in accordance with this principle. But it must also be remembered that the above detailed plan is concerned only with the formation of the club and not with the club after its formation. It may be stated, also, that the above plan probably looks more formidable on paper than it appears in actual practice.

**Values of a formal charter.** — This plan of formally chartering the club has two very important results. In the first place, it safeguards the club program and insures the greater probability of success because of its demand that the whole program be studied thoroughly and carefully. In the second place, this formality adds dignity and honor to the club in the same way that

an official charter from the secretary of state adds importance to a local business or commercial firm. The pupil consequently feels pride in the progress and success of his club and he will give his best efforts to it. Under these conditions he would consider it a calamity were his club to have its charter revoked.

#### DETAILS OF CLUB ORGANIZATION

**The club membership campaign.** — In order that the pupil may choose his club connections wisely, a membership campaign should be conducted in which the various clubs are advertised and their objectives, field, and work explained. This work may be done through the assembly and home-room programs; through the school paper, handbook, or other publications; by means of the bulletin board, posters, signs, printed or mimeographed lists and synopses of aims and activities; through the teacher in her guidance work; and in other ways. This campaign should be conducted in the form of a dignified educational campaign rather than a membership-getting campaign or a competitive campaign of propaganda. The interests of the club should be conserved by requiring that pupils enter on the basis of club activities, and not on the basis of pupil friendships, likes or dislikes of the teacher or sponsor, convenience of the place or hour, or other minor considerations. Some schools do not make known either the name of the sponsor or the hour of the meeting until the roll is made up. This may be to the best interests of the club, but it is suggestive of deception. The pupil has certain rights and his legitimate likes and dislikes deserve consideration. Needless to say no teacher should be allowed to ask or influence a pupil to join his club or be allowed to exclude one from it. If such exclusion is necessary, it will be made by the proper authority.

The list of available clubs will come from a number of sources. Some clubs are permanent and will continue from year to year, others may be added after a canvass of the interests of the faculty



has been made ; others may come from the study of other schools, and particularly school publications ; while still others will come from the suggestions of the pupils themselves.

Perhaps the best way, certainly one that practice and logic seem to justify as a good method, is that of allowing the pupils several choices, after a complete advertising campaign has been conducted. This is done in many schools by the use of small cards or slips of paper on which the pupil writes his first, second, and third choices, in case he may belong only to one or two. A list of the clubs is before him from which he may make his choice, but in case he does not find one listed that interests him, he may suggest another club. In this way his own interests are conserved and capitalized. A few schools require him to state on the card his reasons for desiring to join these clubs.

The cards are filled out and sent in to the central committee or office, which classifies them and fills the rolls of the various clubs. Each pupil is given his first choice, wherever at all possible, but if it is not possible, he will be given further opportunity for selection or readjustment before being entered on a club roll, unless the number is too large to be handled in this personal way. Club membership should be limited in order that all members may have abundant opportunities to profit by membership. There may, however, be a second or third club in case the number of pupils desiring it justify this organization. Probably it would be wise to limit initial membership to twenty-five if the ultimate limit is thirty. This will then allow for later necessary readjustments.

Those pupils who do not care to belong to a club or who for other reasons are not provided for in the schedule, should be allowed to study or in other ways invest their time to good advantage. Some schools hold "assembly sings" and athletic competition for all non-club members. The author was in one school in which all pupils who would not join clubs were, in

the words of a teacher and a pupil, "sent to the cemetery" (study hall). This procedure was weak because the pupil was in the first place stigmatized by being "sent" and in the second place was disgraced because he was sent to the "cemetery." Penalizing the pupil by making him do the very thing we are trying to interest him in — his school work! The inevitable result was a stampede for harmless clubs in order to avoid being "sent to the cemetery" and the resulting dilution because of forced interest wrecked the entire program of clubs to such an extent that it was completely dropped before the end of the year. Educational sagacity was not necessary to prevent this, only common sense. Probably there are some pupils who should not join clubs and these should be provided for in the program. They are "allowed to go" and are not "sent" to a properly supervised study hall.

**Term of membership.** — When the pupil joins a club it should be with the understanding that he will remain until the end of the term. This is a matter of general policy rather than an iron-clad rule, because there will often be cases in which it will be better for everyone concerned that the pupil change to another club or withdraw from membership in his present club. This requirement will cause the pupil to consider his membership and its selection seriously, hence he will not join because of some passing fancy. Changes in membership will be approved by the sponsors represented and the club central office or Club Committee. The member who absents himself from the meetings should be dropped automatically from the rolls after a certain number of absences and should not be allowed to join another club until the regular term has expired. The same penalty should be imposed on the member who refuses to participate in the work of the club. With wise guidance, such cases should be few.

**The relation of scholarship to membership.** — A very perplexing administrative problem is whether or not there shall be a scholarship requirement for club membership. This resolves

itself into two problems instead of one, first, shall the pupil who fails be allowed to join a club? and second, shall club membership be open only to those pupils who make the higher marks?

Those in favor of excluding pupils with failing marks point out that the main business of the pupil is to pass in his subjects and win his promotion. The idea and the statement "pass with your class" has rare magic as an incentive to the pupil. (In some cases it seems to have rare magic with the principal, too, when he allows a pupil who has failed in one of his four subjects to carry *five* — his regular load plus the one he failed in — instead of being allowed to carry only *three* which is all he has shown himself capable of carrying!) The correlative argument is that the pupil's work will be motivated and that he will make strenuous efforts to maintain a high standard in his academic work in order that he may retain his activity interest.

Those who frown on the scholastic requirement say that any interest which keeps the pupil in school longer than he would stay otherwise is justifiable, hence a club activity which causes a pupil to remain in school, while a poor motive, is nevertheless real and better than no motive at all. Further, they say, pupils who are failures in scholarship are frequently fine actors, musicians, speakers, or pupils with other outstanding abilities developed to a high degree, who would add much to the club and its work and consequently to the school as a whole; and if the school is interested in capitalizing individual capacities and abilities, it will recognize these. Moreover, who is omnipotent enough to know that an academic subject is more important to the pupil than membership in an intriguing club?

We do not, at present, have the data with which to prove either side of this question. Each individual may have his guess and attempt to base it on logic. The guess of the author is that there should be an eligibility requirement for public appearance and for office holding, but not for ordinary club membership. It

is as reasonable to exclude pupils from a mathematics class because of low marks in Latin as to exclude them from clubs because of low marks in their academic subjects. However, the pupil who appears before the public is one who should represent his school fairly and adequately, in short, he should be one of whom the school can be justly proud whether he be an athlete, musician, actor, or performer in other lines; and the school cannot be entirely proud of the pupil who is not successful in his first main school interest — his academic subjects. It is true that the orchestra might be wonderfully improved by the addition of this pupil, but in many cases so would the football team or the basketball team. It is no more fair for the orchestra than for the football team or *vice versa*. It is true that the athletic requirement is made to prevent the playing of “ringers” and “rounders,” but basically there is no difference between playing an athletic “ringer” and winning a football game and playing a musical “ringer” and winning for the musical organization additional praise from the community.

The author would have all club offices and such public offices as membership in the Student Council, staff positions on the publications, etc., open only to those who are successfully carrying their work. The basis for such an opinion is that since these are leaders, they should be leaders who will be respected. It sometimes happens that a pupil legitimately fails, because he is sick, quarantined, or for other reasons. If this is so, he will certainly need to give his first and best efforts to the task of passing in his subjects in order to remain in school, and should not be allowed to hold his old office until he has satisfied the scholastic requirements. This policy will, of course, work hardships on some pupils, frequently very fine musicians, speakers, or pupils with other abilities, but, in general, it should raise the standards of the activities, as increasing the athletic requirements has raised the standards of interscholastic athletics.

The second part of the problem concerns high and low marks. For instance, many French Clubs limit membership to those pupils who in their French classes have an average of "B." This is on the theory that only these know enough to profit by the club or that it is an honor club and only those who make high marks are eligible for membership. The real reason for such limitation is probably due to the desire on the part of the pupils to make the club exclusive or on the part of the teacher to make his sponsoring easier and more successful through the higher quality of his club's membership. The author can see no justification whatsoever for any such restriction. In the first place, the club is not an honoring but an educating organization. In the second place, those who make the lower marks might not profit as much from the club as those whose marks are higher, but they will profit to some extent and should have the same access to the club as to the regular classes of the school. In the third place, the individuals with the lower marks are those who probably need the club and its influence more than those with the high marks. The high-mark requirement is not democratic nor is it reasonable if the sponsor has justifiable club ideals.

**Ranges of membership within the club.** — In some clubs there are provided different ranks or stages of membership and the member works up through these. For instance, in the Latin Club there may be the rank of "Plebeians" for those who are just entering or who are first-year Latin students; those who are studying Caesar may rank as "Knights" or "Equites"; and those who have reached Cicero or Vergil may be classed as "Senators." In the Mathematics Club those who have worked, say, one hundred problems may be rated as "Beginners"; those who have worked one hundred and fifty problems may rank as "Juniors"; and those who have worked two hundred may rank as "Seniors." This method of ranking would probably be an incentive to the members of these clubs to continue their work

in the subject represented. However, if the school has a variety of clubs and is interested in broadening the pupil, it will not allow him to stay in any one club more than a year or so, certainly not three or four years. If this plan of promotion were in operation in a school which had considerable variety in its club program, the member would feel hesitant about withdrawing his membership from one club in which he was at the top and enrolling in another club in which he would be at the bottom. If the school is more interested in deepening the pupil's interest it may provide for his promotion within the club, but if it is more interested in broadening him it will limit membership in a club to a year or so and will provide no such plans of promotion. The local situation must determine which objective is to be emphasized.

**Passive and active membership.** — Some clubs have two types of membership, "active" or "contributing" for those who participate directly or produce, and "passive" or "associate" for those who merely listen. For instance, in a music club the "active" member would be the one who played or sang or participated in the discussional part of the program while the "passive" member would be the one who just sat back and listened. Some schools have large Travel, Story Telling, Music, and other clubs which meet in the auditorium and the majority of their members just enjoy the programs presented by a few pupils. These clubs may have a place in widening the appreciation and broadening the culture of those who, though interested, are incapable of producing, but not all the Music Club's program will be singing and playing, not all the Dramatic Club's work will be acting and speaking, so in its other activities such as reporting a concert, giving talks, helping to arrange musical programs, and in costuming, advertising, and helping to stage dramatics all types of ability should find something to do. On the whole, the author fails to see any valid justification for a

passive membership, if this means that the member sits back and is entertained by the others.

**Encouraging and limiting participation in club membership. —**

A previous section was devoted to enlisting the interest of the pupils and enrolling as many as possible of them in the various clubs. This encouraging goes hand in hand with limiting the number of members which the club may enroll. Limiting the number of members will, of course, make additional places within the clubs, and will also restrict the pupil to only one or two memberships, hence he will give his time and attention to these rather than dissipate his time and energy over several. The number of clubs a pupil may join will be determined by the local conditions of the school; the frequency of club meetings; the number of clubs; their size; the marks of the pupil; his standing in school; his office holding record; and other items. In some schools all clubs are classified as academic, physical, recreational, social, and general, and the pupil may belong to only one in each group at the same time. In other schools there are only two groups, academic and recreational, and the pupil may belong to two or three clubs but to only one recreational club at the same time. In the Perry High School, Pittsburgh, Pennsylvania, all clubs are classified as Major (those meeting weekly) and Minor (those meeting biweekly) and a student's membership is limited to two Major clubs or one Major and two Minor clubs. Possibly the pupil who has high marks should be allowed to join a greater number of clubs than the pupil who has low marks in some of his work. The reader may think the author inconsistent because he advocates this when he is opposed to having scholastic requirements for regular nonpublic-performance clubs. The problems are, however, somewhat different, for the pupil with low marks is allowed some club privileges. These privileges should be limited, however, on the theory that most of his time should be given to

his regular work or, by the very nature of the case, his scattering of energy will soon be the cause of his elimination from the school.

**Boys and girls belonging to the same clubs.** — In some schools the boys and girls are not allowed to be members of the same clubs. Such ruling is based on the theory that when boys and girls belong to the same club a certain demoralization is bound to result. In certain types of clubs such as Personal Health, Hiking, and Needlework, it may be justifiable because of the nature of the club activities and work. In many instances the problem will be solved automatically on the basis of the interests of the pupils since certain clubs interest only the boys while others interest only the girls. There seems to be no logical reason, however, for separating the boys and girls in a Latin, History, or Citizenship Club. The boys and girls are together in the regular classes and one rarely thinks of, or finds, demoralization there. Furthermore, if the boys and girls will live together as men and women later, there seems to be good reason for educating them to some extent in the social relationships they will enter when they attain adulthood. It may be a bit more difficult for a sponsor to lead a mixed group on a trip to the museum, but she can obtain help from the club itself by having it elect a boy leader and a girl leader, each of whom is thoroughly respected by his or her group, to assist in any way necessary for the success and enjoyment of the trip.

**Alumni or outsiders as members of the club.** — Often alumni, former members of the club, or other outsiders request membership in school clubs. In general they should not, for obvious reasons, be allowed to retain or make these connections. The club is a school organization the same as the football team or band and should be made up only of *bona fide* school citizens. The outsider usually feels no responsibility to the school authorities, and while he may bring something of value to the club and



its life, he may also easily bring undesirable relationships and attitudes which the school cannot afford to tolerate.

**Initiation.** — Some clubs make use of a formal or informal initiation ceremony with the usual embarrassing and humiliating features, stunts, and secret work. The only good thing to be said for this initiation is that it may add zest and interest to those who are already members and will probably be well attended. Many things are to be said against it; it smacks too much of the secret society and its ceremonials; it places undue attention upon the hazing side of school life; it emphasizes the insignificant phase of the club's work; it requires too much time and too many meetings; and its values are too difficult to see. Such an initiation does the club program more damage than it does it good.

A little formal and dignified service, a few minutes in length, would not be out of place, perhaps, for the new member should be made to feel at once that he has joined a good club. Requiring each prospective member to take some such pledge as the following of the Four-H Club may add impressiveness and importance to the occasion.

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living — for my club, my community, and my country.

**Club pins, colors, rings, or other insignia, flowers, and slogans.** — Colors, flowers, slogans and club pins, probably add to the interest of the member and increase his pride in his club membership. If club pins are used, the small, modest types are preferable, and should never be expensive enough to cause any member embarrassment. No close approximation of standard school insignia, honors, or emblems should be allowed. On the whole, it is perhaps wise for the average school not to allow these insignia because of the frequent change of club personnel; the false pride

and display which will be engendered; the needless competition in insignia which may be started; the expense; and because of the cheapening effect they will have on the insignia used by the honor organization of the school. The use of club colors is not advisable because in the average school there are not enough colors to go around without duplication. Flowers are used in some schools as club insignia, but here also there may be difficulty in adopting without duplication or conflict. There seems to be more justification for the development and use of an appropriate club slogan than for the other items mentioned.

**Signs, grips, and passwords.** — Passwords, handclasps, grips, and signs are the earmarks of a secret society and should not be tolerated because of the undemocratic suggestions which they convey. There is no reason, for instance, why any club meeting should not be open to all pupils whether members of the club or not, and to other visitors. In this phase of the club program as well as others the mechanics of organization must not be allowed to befog the main purposes and objectives of the club.

**Membership fees, dues, and assessments.** — If entrance fees or membership dues are charged they should be small, so small, in fact, that no pupil should feel restricted or embarrassed by them. On this principle the amount received would probably be so negligible that it would not be of much value and would probably entail more trouble than it would be worth. Special assessments for parties, picnics, and similar activities might reasonably be made but the required books, supplies, materials, and equipment might be better contributed by individual members who are financially able to do so, or paid for out of the central fund of the school. This material and equipment may also be supplied through small assessments of the club members. But regular fees and dues are probably not advisable.

**Frequency of meetings.** — Practice varies rather widely on this point. A few schools arrange for club meetings twice a week,

some, particularly in the case of large literary societies, once a month, but in most schools meetings are scheduled for either once a week or once in two weeks. Where the clubs are included in the regular schedule of the school the meetings are usually held once a week. In some schools, however, the pupil is allowed to join two clubs and the meetings are held on alternate weeks so he goes to one club the first week and the other club the next week. This procedure is frequently followed where the clubs are classified into two groups, academic and recreational, and each pupil is allowed to belong to only one club in each group.

Probably no club will be of real value which meets less frequently than once in two weeks. Probably, too, a club which meets twice a week will soon come to take on a more or less formal class atmosphere and lose its appeal and much of its value. In any case, one good "red letter" meeting once every two weeks is preferable to twice as many uninteresting and routine affairs for which little preparation has been made and which the members look forward to with little anticipation. "Just another meeting" is no credit to the club or its sponsor.

Many schools now have an "activities period" in which are scheduled all of the "extracurricular activities" of the school. There are a number of possibilities in the use of this period and in the variations of daily allotments. The following schedules will indicate two of these variations:

DAY	FIRST PLAN	SECOND PLAN
Monday .	General School Assembly	Council, Conference, Guidance
Tuesday .	Banking and Thrift	Home-Room Meetings
Wednesday	Club Meetings	Banking and Thrift
Thursday . .	Home-Room Meetings	Club Meetings
Friday . .	Guidance, Counseling, Pep	General School Assembly

In the large schools these activities may be distributed at other times throughout the week. They may be scheduled for more than one day in case there is a necessity for a Junior and a Senior Assembly, or in case the club's program cannot be crowded into one period of the day. At the present time no one can say with any great degree of authority just what activities should be scheduled for certain days. Local conditions, number of rooms, ideals of clubs, size of membership, availability of rooms, sponsors, periods, and other details must determine this, and constant readjustment will be necessary even after the original schedule is made.

**Time of meeting.** — The author made a study of the time of meeting of the clubs in a hundred typical schools and found no great agreement as to the best time of meeting. In those schools which had an activities period, meetings were held in every period grouping at the first period after lunch and the last period of the day, and, on the whole, being scheduled for the afternoon rather than the morning. In those schools which had no activities period the meetings were usually held after school. A few clubs held their meetings in the morning before school began, and many more were found meeting during the noon period. The supporting arguments frequently advanced for the first and last periods of the afternoon were respectively, "The pupils have just come from lunch and are not in very good physical condition for hard mental work," and "The last period of the day is the poorest period of the day because the pupil is tired, so we schedule our activities there." It may be that these periods are the hardest for the pupil to do strenuous mental work in and that they serve quite well all of the purposes for which a club is established. The arguments above, however, would indicate that, in some instances at least, the clubs meet in these periods because the periods are not entirely suitable for class purposes.

The main objections to the use of the last period of the day are (1) that parents may underestimate the values and importance of club life and will seek to have their children excused from these activities and therefore released a period earlier than usual, (2) that the pupils themselves will not fully appreciate club values and will bring influence to bear in order to be excused, or will deliberately "cut"; and (3) that the pupil is too tired to profit by the club program. The main arguments for the use of the last period are (1) that because this period is so close to the regular play period of the pupil its work will be improved by the infusion of the play spirit; (2) that when the regular class work is over for the day the pupil will feel relieved and will bring to his club meeting a new and fresh enthusiasm, especially since the club represents interests and activities of his own devising, and (3) that the indefinite period at the disposal of the club will be all the more valuable since not only hikes, trips, and visits but also regular meetings at school, may continue after school has been dismissed.

Here, again, no one can say which period of the day is most suitable for club work. We can, however, state that the giving of any school time for these activities at any period, will remove a heavy handicap to effective club work - that of requiring the club to meet out of school hours. The following bulletin of directions shows how one school wisely provides for its club program.

### AMBRIDGE JUNIOR HIGH SCHOOL<sup>1</sup>

#### SOCIAL ACTIVITIES PERIOD

##### *General Information*

1. The sixth period of the regular school day (3:15-4:00) is reserved for social activities and is called the Social Activities Period. The words extracurricular, intracurricular, co-curricular, collateral, and semicurricular are used by various writers to describe the activities of this period.

<sup>1</sup> Ambridge, Pennsylvania

2. All activities of the school are included in the work of this period with the exception of the following competitive athletics, school paper, glee club, orchestra, school parties, dramatics

3. The length of the period is not changed except for assembly period. On Friday the fourth and fifth periods are shortened five minutes each thus making it possible to extend the assembly period ten minutes

4. If the work of the Activities Period is carried on in some room other than the home room, the pupils must report to the home room before going to the Activities Period

5. Pupils return to the home room at the ringing of the 3:55 bell.

6. No pupil may be excused from the work of the Activities Period. The roll must be taken from each Activities Period and absentees reported on sixth period of class attendance blank

7. All teachers are required to participate in the work of the period. Assignments are made by the principal and have the same rating as teaching assignments

8. Parliamentary procedure is used in all meetings. Frederick Leighton's Handbook of Parliamentary Law for Students is used by both teachers and pupil officers as a guide.

9. No credit is given for the work of the period.

10. There will be no Activities Period during the first week of the school. In place of the regular period the faculty will meet for the purpose of making a study of the work to be done each day. Schedule as follows.

Monday:	The Guidance Program
Tuesday:	Home Room Organization for the Year
Wednesday:	The Club Program
Thursday:	Music Assembly
Friday:	Program Assembly

In each of these meetings a mimeographed bulletin prepared by the principal will be distributed and discussed

The making of such provisions for the handling of the social activity program of the school means that this program will have greater merit and more educational worth.

**Place of club meeting.** — It has already been suggested that since the club program is a school activity all club meetings should be scheduled on school premises unless, for good reasons, they are allowed to be held elsewhere. The room schedule will be

made with due consideration for the size, type, interests, wishes, and needs of the club, and all changes will be made with the same due consideration. All outside meetings, trips, visits, hikes, socials, parties, picnics, and the like will be properly authorized and sanctioned by the Club Committee or the principal. This is only reasonable because these activities are school activities and the school must safeguard and protect its own reputation and interests.

**Officer's class or association.** — The Central Club Committee or Office should organize an Officer's Class which all club officers must attend. The main purpose of this class is to give the officers practical help in the conducting of their meetings and other club affairs. The functions of the various officers, methods of conducting meetings, appointment of committees, etc., will be the main material of the class work. One general meeting may be enough to instill proper ideals, and then sectional meetings, one for the presiding officers, one for secretarial officers, and one for financial officers may be provided. Heads of program or other committees might attend meetings of interest to them in their work. Perhaps three or four meetings, or fewer, might suffice for the proper education of the officers. Then the "Class" becomes an Officer's Association meeting regularly once a week or once in two weeks to consider problems peculiar to the clubs and methods of handling them. The members of the Club Committee of the school might well be *ex officio* members of this association.

**Club reports to the central authority.** — Requiring the club secretaries to send complete copies of the minutes of the meetings to the Central Club Committee will assist this office in maintaining a wholesome supervision of club activities, in advertising interesting phases of club activity through the assembly, publication, or other agencies, and will make this material available to the club sponsors or officers or interested visitors.

**Clubs as assistants to the teachers.** — In some schools members of the various clubs act as teacher's assistants. For instance, members of the Chemistry Club may act in the capacity of laboratory assistants. Such a practice may be suitable in some types of work and in some situations, but, on the whole, it is probably not good practice because the club may lose sight of its main purpose and function and easily develop into a recognized substitute-teacher group.

Furthermore, not a great many of the members of the club are capable of being of service in this work. Coaching, substituting, and assisting work should be done by the Honor Club or similar service organization in which is represented the abilities required. Even then there is serious doubt as to the value of this work. For instance, if the Library Club, without the help of a trained librarian, "keeps" the library even passably well, the community may be satisfied and, therefore, not willing to employ a trained librarian for the school. Since a failure to provide a librarian, suitable substitute teacher, or competent laboratory assistant on the basis that the work of these is being done satisfactorily means a distinct loss to educational progress, those clubs doing such work become liabilities rather than assets.

**Club activities in repairing and replacing school property.** — Shall the club be encouraged or allowed to provide articles of equipment for the school or to repair school furniture and property? Shall the Handy Club, for instance, be encouraged or allowed to do, as a part of its work, such things as repairing school seats and desks, replacing window blinds and shades, painting floors, making concrete walks, replacing broken floor boards, etc.? Shall the Library Club assist in the Library, rebind books, purchase magazines and books? In general, no absolute answer may be given. Such work may pauperize the school and make it a continued recipient of charity when it should be looked upon as the most important institution of the community and sup-



ported by dignified means. Furthermore, the club may in time lose sight of its main function. In favor of this practice is the argument that through these opportunities the member is brought into contact with real life situations and may be correspondingly educated in the affairs, interests, and activities which the club represents; and that because the pupils are giving their time and attention to the school and its life they will be the more interested in it and its welfare. If this work is functional in the life of the club member, it can probably be justified; otherwise, not.

**Club activities in making and selling articles to students and townsfolks.** — Such clubs as the Poster, Art, Manual Training, Show Card Writing, Lettering, and Candy often make and sell such products as Christmas and other greeting cards, candy, signs, posters, gifts, etc., not only to students of the school but also to the townfolk. The usual arguments are that the pupils will buy cards anyway and those made by the pupils in the club are as pretty as those bought in town; that the pupils will buy candy anyway and this is pure candy and not made and handled in the usual near-the-school store; we can make posters more cheaply than the professional sign-maker can make them and the tradesmen will gladly buy them because they are cheaper. The arguments against it are that legitimate business will rightfully resent this entrance of amateurs, especially when their prices are low. On the whole, no answer can be given, but if this work is done, care must be exercised in order that the antagonism of the business man is not aroused, and that this work does not become the main work of the club. The main functions of the club should never become professional, they should remain amateur.

**Club night.** — A very interesting, attractive, and valuable program can be worked out of club activities and capitalized in a "Club Night" entertainment. Many schools now have a "School Night" or "Music Night" sometime during the second semester, in which a program of music and dramatics is presented

by the various music and dramatic organizations of the school. Probably a more varied program would be made from the life and activities of the various clubs. Each club would be allotted a certain length of time, say six or eight minutes, determined by the number of clubs, the time at disposal, etc., and would present an interesting part of its work. This may really be a night assembly program elaborated somewhat by the use of costumes, lights, effects, and properties. Dramatization and demonstration should be the main vehicles of presentation. Another method of conducting "Club Night" is to show the clubs in actual operation together with appropriate exhibits on the work represented. A combination of this demonstration with a suitable assembly program is probably most effective in showing club work. A small printed folder or booklet listing and locating the various clubs, naming their officers, explaining their objectives, and describing their work will help to make "Club Night" an attractive and effective educational event.

**Assembly programs.** — One of the richest sources of material for assembly programs is to be found in school clubs. These clubs represent a great many of the most interesting of man's activities and nearly all of these can be demonstrated, dramatized, illustrated, or represented in public performance. Not only can wholesome competition between clubs be fostered but in some types of activities several clubs may collaborate in developing and staging programs. More detailed suggestions for the use of this period will be found in the discussion of the "Program Committee" in the following chapter.

**The sponsor.** — No club should exist without a suitable and acceptable sponsor. Needless to say this sponsor should be interested, enthusiastic, sympathetic, and at least reasonably popular with the club members. Popularity itself is not a sufficient guarantee of successful sponsorship, in fact it might prove to be the opposite of successful sponsorship; nor, for that matter,

are interest and ability sufficient guarantee. A worthy combination of all is desirable. The sponsor may be chosen by the club or appointed by the principal or Club Committee or he may choose his own club. The wishes of all concerned should be considered.

It occasionally happens that no faculty member is available as sponsor for a certain worthy club. An outsider, whether a coach of football, dramatics, or a club sponsor presents difficulties, but it may sometimes be necessary to make use of such a person. For instance, a radio enthusiast from outside might make a suitable sponsor for the Radio Club, or a city librarian might make a good sponsor for the Library Club, or an outside expert player make a good sponsor for the Chess and Checker Club. If these outsiders are used, they should be carefully selected and educated in the purposes of the club program and the school's attitude towards this work. They might well be asked to meet with the regular teachers in the meetings for sponsors which should be arranged for the discussion of the problems of sponsoring.

**Financing the club and its program.** — In general, club activities are of such a nature that financing problems are not very important. Small assessments, contributions of money and material by individual members, gathering of equipment from others by the club, gifts from outsiders, and, perhaps, an occasional grant from the general treasury of the school should care for the club's need for material and equipment. In no case should cheap methods of holding "tag days;" selling old iron, junk, and rags, and undignified begging be allowed. The Club Committee should ask for and receive from the general school fund a sufficient amount to cover its yearly budget. This budget is made up from the budgets of preceding years and on estimates from the financial officers of the various clubs. This money should be expended only for more or less permanent equipment such as books, and should not be used for trips, picnics, or similar

activities. The equipment bought or supplied then becomes the property of the school as well as of the club.

**Opportunity, restoratory, or study clubs.** — In the true meaning of the word a study club is not a club according to the definition of it as used in this book and should not be included in the club program. This club is only a regular class disguised by an attractive name. This disguising may be valuable insofar as this particular club or pupil is concerned, but it will vitiate the real club program of the school. The purpose of the opportunity or study club is not the same as that of the usual club, and its method is exactly opposite. Hence, it should not be classified as a club in the commonly accepted sense.

**Curricular credit for club work.** — Many schools encourage club work by allowing a certain credit for participation in it. This credit is always small, usually only one unit or less of the sixteen required for graduation from a four-year high school. When such credit is allowed, the work is likely to become formalized because of the school's demand that the credit be earned. Naturally, this is directly opposite to the theory of the club, that membership and participation be urged and encouraged but, in the last analysis, be voluntary. The club work should be recognized by the faculty and the club member as being of value in itself, and should not, in any sense, be required of him or even quasi-required of him by the use of a credit plan.

Suitable recognition within the club might be given. For instance, the Citizens Club might elect, or nominate, its most representative citizen; or it might award certificates or honor pins for punctuality, attendance, or significant patriotic and civic attainments in club activities. The Physical Activities Clubs may make good use of buttons or certificates for those achieving certain standards of attainment or passing prescribed tests. Life Saving, Boy Scout, and other clubs might give appropriate recognition for meritorious work or service.

**Club bulletin board.** — The Central Committee should provide a club bulletin board on which only club notices may be posted. This board is managed by the Bulletin Board Club or other properly authorized committee. This committee will set suitable standards concerning size, neatness, material, timeliness, etc., and require all notices to meet these standards. This board, especially if the notices are illustrated with original cartoons, drawings, pictures, statements, or questions, will prove to be a very interesting piece of school equipment.

**Measuring the values of a club.** — It is very difficult to measure the values of a club because of the biased opinion of the sponsor, because of the danger of considering everything which is interesting to be correspondingly significant or important, and because of the lack of standards for measuring the indefinite and intangible, though none the less real, personal qualities and characteristics.

The usual method of measuring the value of a club is to ask a number of questions, such as the following, about it: How many pupils belong to it? Do more pupils apply for membership than can be accommodated? How many of the members attend regularly? How many of them participate directly in its activities? Is much difficulty experienced in planning and scheduling these activities? Do the members seem to like the club and its work? Substantiate your answer. Can you offer definite proof of the value of the club to its members? Do members want to join again? How does your present program compare with that of several months or years ago? Do you think it is better? Give the reasons for your answer.

One very interesting and plausible method of attempting such evaluation is that used in the Gladstone Junior High School, Pittsburgh, a school which enrolls one hundred per cent of its membership in clubs. Each pupil is asked, at the end of the semester, to fill out the following questionnaire:

## ACTIVITY QUESTIONNAIRE

Name \_\_\_\_\_ Home Room Number \_\_\_\_\_  
Home Room Teacher \_\_\_\_\_ Class \_\_\_\_\_  
Monday Club \_\_\_\_\_ Tuesday Club \_\_\_\_\_

1. What benefits do you believe you have derived from your membership in \_\_\_\_\_ club?
2. What suggestions do you have to offer for the advancement or betterment of the club?
3. Do you believe you gained sufficiently from membership in this club to join for the second semester?
4. Did the club live up to your September expectations of what it would prove to be? \_\_\_\_\_ If not, why?

This represents a sensible and reasonable method of approach to the problem of measuring club outcomes. The way to measure the pupil's ability in arithmetic or his knowledge of Latin is not to have the teacher guess at what he can do or at the amount of his knowledge, but to give him ample opportunity to show or demonstrate his ability or knowledge. On the same basis it is just as stupid to accept the teacher's guess as to what the pupils are getting from his club. The pupil should be made thoroughly familiar with the club objectives early in his club membership and then later be given an opportunity to check his improvement against these objectives. Rohrbach's study of aims and outcomes is the most complete of its kind (See the bibliography, p. 27.)

The following "School Club Rating Scale" shows another method of having the pupil estimate to what extent his club was successful in approximating the commonly accepted club objectives, purposes, and values.

## SCHOOL CLUB RATING SCALE

HARRY C. MCKOWN

We are trying to make our school clubs as interesting and as valuable to the members as possible. How successful we are in this we can find out

only from the club members themselves. Consequently, we are asking you to give us your honest and unbiased opinion of the values you received from membership in your club.

**DIRECTIONS.** There are eight main questions below which you are asked to answer. Under each of these are other questions which are not to be answered. They are placed there to help you understand what the main questions mean. Read the main question, also those which explain it, and be sure you know what it means. Think carefully about your club and its activities of the entire term. Then make a check mark in the proper place showing just what you honestly believe the club to have done for you. For instance, if your club was not interesting, place a check mark under "No"; if it was just a little interesting, place the mark under "LITTLE"; if it was very interesting, place the mark under "GREATLY." Mark **ONLY** the **EIGHT** main questions. You are not to sign this sheet, so be perfectly frank in your answers.

Name of Club \_\_\_\_\_ Name of Sponsor \_\_\_\_\_ Date \_\_\_\_\_

	NO	LITTLE	AVERAGE	MUCH	GREATLY
I. Did your club <b>INTEREST YOU</b> ?					
Did you like to attend its meetings?					
Were interesting things done?					
II. Did your club <b>INCREASE YOUR FRIENDSHIPS</b> ?					
Do you have more friends now because of belonging to this club? Do you like your friends better than you did?					
III. Did your club <b>WIDEN YOUR RANGE OF INTERESTS</b> ?					
Can you think of things you learned in the club which you did not know before you joined it? Are these new things interesting and valuable to you?					
IV. Did your club <b>DEEPEN YOUR EXISTING INTERESTS</b> ?					
Did you learn some more about the things you already knew? Are you more interested in these things now than you were before you joined this club?					

	NO	LITTLE	AVERAGE	MUCH	GREATLY
<p>V Did your club MOTIVATE AND ENRICH SCHOOL WORK?</p> <p>Did belonging to the club help you in your other school work? Did it show you more about school life? Did you like school better because of belonging to this club?</p> <p>VI. Did your club DEVELOP WORTHY IDEALS OF SERVICE?</p> <p>Did your club make you feel more like helping your friends and others? Did it cause you to want to make your school and community better? Did it make you want to live a useful life?</p> <p>VII. Did your club MAKE FOR ALL-ROUND DEVELOPMENT?</p> <p>Did it "fill in" certain needs and lacks which your other school work did not fill? Did it "round out" your school life? Do you consider yourself a better all-round school citizen because of your club's work?</p> <p>VIII. Did your club BETTER ACQUAINT YOU AND THE TEACHER?</p> <p>Did you and your teacher get to know each other better in your club than in your classwork? If so, do you like your teacher better? Do you think she likes you better? Would you rather be with the teacher in a class or in a club?</p>					

On the whole, would you rate the club's value to you as (underscore one) Lowest, Low, Middle, High, Highest? Would you like to join this club again next term? \_\_\_\_\_ Why (or why not) \_\_\_\_\_

What are your suggestions for improving this club, its programs, activities, or other parts of its work? \_\_\_\_\_

The use of such a scale represents a bit of fearless educational evaluation. In some schools such use would probably result in clubs, possibly traditional and respected ones, being discontinued.



## CHAPTER III

### INTERNAL ORGANIZATION OF THE CLUB

A reasonable and sensible internal organization of the club is of value in expediting its work in a businesslike and efficient manner; in giving its members an opportunity to practice citizenship by electing and following leaders; and in serving as educative opportunities for these leaders. Often, however, a needless and unnecessarily large part of the activity of an organization is tied up in these purely administrative matters. Hearing reports, handling the petty details of business, arguing over constitutional amendments, and similar activities seem to be the main reason for the existence of some clubs; at least such are their most frequent program activities. These are, to some extent, necessary but they do not represent the major interests or the more important objectives of the club. The administration of the club is merely the vehicle which assists it in arriving at its projected aims and outcomes.

**Constitution.** — Many clubs waste valuable hours in debating matters concerning the constitution. "All respectable organizations have a constitution" is a common motto in the field of clubs and most clubs want to be "respectable" so they make a constitution. There is no reason why the club should not have a constitution if it feels the need of one, but a constitution is not necessary to the existence of the typical school club. It may be a menace if amending and changing it becomes such a chief order of business that the club loses sight of its main aim. Probably the only thing to be said in favor of a constitution is that

it does add a little dignity and formality to the organization. The club may have a simple form of constitution and by-laws defining its aim, purposes, organization, officers, and their duties, if it cares to have it. If the club is formally chartered, as was suggested in a previous chapter, the application for this charter will be as good a constitution as any for it lists, defines, and discusses all of the points included in any constitution.

**Club name.** — In many instances the club will have been established a long time and its name will be traditional. The newly organized club will have to be named. There are a number of types of names suitable; one type of name is that which the club derives from a famous individual, such as Tennysonian, Newtonian, Newclid (Newton, Euclid), Shakespearean, Lincoln, Webster, another type of name is that of the commonly used name of the field represented such as Electricity, Radio, Art, or Gardening; a third type of name is one of mythological or ancient origin, Adelphian, Pierian, Ephoebian, Promethean, Clio; a fourth type of name is one which lists the initials of a phrase or statement, such as MUF (Move Up Forward), IWW (I Would Write), BIP (Break Into Print), WBT (Would Be Teachers), BAB (Brush and Bucket); still another type of name is that indicating important items or paraphernalia in the field represented, such as The Paint Pot, Mask and Wig, Scene Shifters, Smock and Tam, Quill and Scroll. While the name of the club is not particularly important it should be dignified and should, if possible, represent the type of work the club is doing. Flippant and foolish names such as Kitchen Coquettes (cooks), The Growlers (debaters), The Nosey Ones (market club), only cheapen the club, its members, and its activities.

**Club officers.** — The club should not be overofficered or underofficered. Clubs too frequently are overofficered. A good general rule in the matter of officers is — the job first and

then the officer — rather than the opposite. In other words, no officer should be elected just because such an officer is usually found in other organizations. There should be a distinct need for him before he is elected. These officers may be elected at the first meeting of the club, with the teacher-sponsor or an appointed member acting as chairman. If there are hold-over officers from last year, the ranking hold-over may act as temporary chairman. Perhaps a better way would be for the elections to be held at the second meeting of the club, in order that a survey of available material may be made. Nominations may be made by an appointed committee or from the floor. Holding over the election for a meeting or two may allow for electioneering and petty politics and these may be bad, but it would be just as bad for the club to elect its officers hastily. A serious talk by the teacher on the importance of the election and the responsibility of the electors and those elected should precede any election.

*Presiding officers.* — The club will need a main presiding officer and a substitute. The presiding officer will perform the duties which usually fall to this office: he will, with the help of the sponsor and, perhaps, the other officers, appoint committees as they are needed; he will preside at the meetings; he will cooperate with presiding officers of other clubs in matters of mutual interest and value; and in many other ways will continuously seek to improve his club and raise the standards of its work. The vice-presiding officer will act as substitute when occasion demands, and in many instances he may be the chairman of the program committee, and do other work properly delegated to him by his superior.

*Secretary.* — This office is an important one and one with many duties. Among these duties will be the reporting of the meeting to the central office or Club Committee; keeping the minutes of the meetings (this is frequently overdone, but there

should be kept detailed records of the meetings); sending of notes, letters, flowers, fruit, books and magazines, and lesson assignments to sick or invalid members; keeping a record of attendance at club meetings, where this is required; posting notices on the club or general bulletin board; caring for the usual correspondence with former members and other clubs; arranging for the printing or mimeographing of the program, in case this is desired; assisting the program committee in surveying, cataloguing, and classifying the interests and abilities of the members; and in finding out what other clubs of a similar nature are doing.

*Other officers.* — Other necessary officers may be the treasurer or financial secretary or officer who collects assessments and attends to the financial matters of the club; the librarian who looks after and cares for the books, magazines, music, or other material of the club; the sergeant-at-arms who takes the attendance, acts as doorkeeper, keeps order, and does other duties assigned to him by the proper authority. Often there is an assistant secretary, corresponding secretary, or recorder to whom is assigned some of the duties of the regular secretary.

*Names of officers.* — The usual names of president, vice-president, secretary, and treasurer are somewhat formal, uninteresting, and unsuggestive of the club and its field. Many interesting and appropriate names of officers are possible. The following names are suggestive of what may be done in appropriately retitling the president.

Radio Club — Chief Operator, Announcer

Chemistry Club — Chief Chemist

Travel Club — General Manager, Chief Guide, Conductor

Citizenship Club — Mayor, Burgess

Costume and Design Club — Chief Modiste

Military Club — General, Colonel, Captain

Home Nursing Club — Head Nurse

Hiking Club — Pathfinder, Chief Scout  
Nature Study Club — Chief Naturalist, Harvester  
French Club — Le Président  
Electricity Club — Chief Electrician  
Handy Club — Superintendent, Foreman, Boss  
Sailors Club — Admiral, Commodore, Captain, First Mate  
Camera Club — Photographer, Artist  
Library Club — Chief Librarian  
Latin Club — Imperator, Consul  
Mechanics Club — Engineer, Master Mechanic  
Plumbing Club — Registered Plumber

The secretary of the Travel Club might be known as Postmaster, Mail Clerk, or Telegrapher, of the Camera Club, as Chief Keeper of the Dark Room; of the Library Club, Reference Librarian; of the Latin Club, Scriptor or Scribe, of the Mechanics Club, Consulting Engineer; of the Nature Study Club, Recording Naturalist; of the Commercial or Banking Club, Bookkeeper; of the Automobile Club, Speedometer; of the Blue Printing Club, Draftsman; of the Sailors Club, Log Keeper; and of the Mathematics Club, Transcriber. Appropriate names might also be given to the treasurers if these are included in the schedule of club officers.

**Term of office.** — Should the officers be elected for the entire year, or for the semester only? The main arguments for their election for the year are that a semester is a short time in which to get a program under way and that if there is to be any continuity of policy or program, a year term for officers will facilitate this. The arguments against it are that a year is too long for one set of officers to hold office; that twice as many educational opportunities can be had if the terms last only for the semester; that it will be difficult to change the officers in case the club does not prosper under them, and that the personnel of the club changes somewhat each semester and these changes should be recognized. Possibly a one-semester term is the more desir-

able of the two. In order that there may be a continuous policy, it will be the business of the club and its sponsor to see that a suitable yearly program is worked out. This will not, of course, be inflexible, but will be merely a general plan of the club's objectives.

**Committees.** — Few standing committees are desirable. The policy of the club regarding committees should be similar to its policy concerning officers — the job first, and then the committee to do it. This will prevent cluttering up the club with machinery which exists largely for its own sake, and which takes the attention from the main objectives of the club. The Program Committee might well be a permanent committee.

*Program Committee.* — The main function of the Program Committee is suggested by its name. It has the responsibility for arranging the programs of the club. Its work will be most important, for these programs represent the very life of the club itself. If they are failures, the club will be a failure, and if they are successful, the extent of their success will be a great determining factor in the success of the club as a whole. The programs must not only be interesting but they must be valuable in interpreting and achieving the values which the club seeks to attain for its members.

One of the biggest reasons for the failure of the typical school literary society is to be found in the programs presented and the manner in which these programs were made up. The program itself was a dry, heavy, uninteresting thing with its amateurish attempts at ponderous oratory, its artificial and stilted essays and stories, its formal attempts at debate, and its academic criticisms. The program was always the same. Program making was a simple process; the program of the last meeting was taken as a basis and the membership roll was consulted to see whose turn it was to participate. The names were taken from the roll in the order in which they appeared alphabetically

and were placed on the program in the order in which the various program elements came, irrespective of whether or not the individuals had any interest in or ability for the thing which they were programmed to do. Little wonder that the individual who escaped was jubilant and ridiculed and jibed his friend who was unlucky enough to be put on the program; and little wonder that this unfortunate individual began to think of possible excuses to avoid appearance; and little wonder that participation came to be looked upon as a penalty or at least a sign of unluckiness; and little wonder that the whole literary program "fopped."

It would be just as reasonable to make up a musical program on the same basis; assign the first member to play the piano, the second to sing, the third to play the violin, the fourth to play the saxophone, and the fifth to criticize all the others, without finding out whether or not these pupils had any ability in these various fields or whether or not they had ever even seen these instruments. Many pupils do not have the original ability or interest necessary to write, to debate, declaim, or criticize. Those who say that all should do these are only in the primer stage of educational theory, because their statement is based on the belief that it is "hard for them to do therefore it is good for them," a theory not accepted in modern education.

This rather detailed analysis of the failure of the literary program is given for the purpose of suggesting the building of a program on a basis more psychologically sound. The old program was made up irrespective of interest or ability. The new program will be built around individual interests and abilities; these will be capitalized and utilized instead of ignored. No two pupils will have the same interests, and there is no reason why they should have. Furthermore, all of us like to talk about the things in which we are interested, and so does the pupil. Here,

then, will be the starting point in the business of program making.

The Program Committee will survey the members of the club and find out the main interests of each. It will not start out with the declared intention of using this material in programs but will, in a rather quiet and informal way, find out first just what activities the various members of the club would like to see represented in the club programs. This may be done through a short questionnaire. These items can furnish definite leads as to the interests of individual members. Following this, more detailed information will be obtained informally and from each member of the group. This may take a week or two and in the meantime the programs of the club may be on interests which are well known, and which are handled by the more ready members. When the material from the members is collected, it is catalogued and classified, and should furnish the Program Committee with material for programs for the entire semester or year.

Another duty of this committee will be to encourage the more backward pupils to participate. This it will do by emphasizing in open meeting that the club is not a group of experts and professionals but a group of amateurs and that no one in the club expects an oratorical masterpiece from any pupil speaker. More than that, every member of the club is interested and wants to know the "whats," "whos," "whens," "wheres," and "whys" represented by the various individuals. Each member will be made to feel that his contribution is valuable, but at the same time that he must make suitable preparation if he is going to take the time of the club. Violent or vigorous criticism of unimportant details, material, or procedure will only discourage and should not be allowed. It is extremely doubtful whether or not the average "critic" of a program is competent to criticize the average program. This, at least, is true,



that this criticism is about the weakest part of most club programs.

The Program Committee should not look upon itself as the final and only program-making body, but should rather consider itself a body whose main duty is to discover what the club desires and find and develop the talent which will give this to the club. The programs are made for the club and not for either the Program Committee or the teacher, and the committee, unless it is careful, may be so biased that it will have difficulty in obtaining an accurate feeling of the pulse of the club. Certainly the club program procedure should not resemble classroom procedure and both the committee and the sponsor must be very careful not to take patronizing attitudes towards it. The main job of the sponsor is to help; the main job of the program committee is to discover and faithfully represent the intelligent wishes of the club.

Another duty of the Program Committee is to canvass all of the other possible sources of program material and make use of these. Among these will be other clubs in their own and other schools. One of the most important sources of this material will be the newspapers and publications of these other schools. These clubs may be visited, or correspondence carried on through the secretary of the club, programs exchanged, etc. Other sources are suggested in the following section.

With the suggested material before this committee, program making should not be an arduous task. No general rules can be laid down except that the programs have variety, be in good taste, represent club wishes, and be of direct value in helping the club to attain its objectives. Probably a little time for a club discussion of the program or other matters should usually be allowed. Planted discussion may start this interesting phase of the program going. This proper consideration of the pupil's interest, abilities, and preferences should do much to eliminate

the vicious attitude taken by some that appearance on a program is a sign of lucklessness, penalty, or a price to pay for membership. The member must be taught to appreciate that such appearance is an honor and a privilege, that he must do his share in making the club successful, and that all members want to see him do his share.

Promoting competition in club activities within the club will not only motivate its work and help to interest those members who are backward about participating, but it will also improve these activities and develop appropriate material for the school assembly or interclub competition. Such competition should be on the basis of total club membership rather than on the basis of a few selected more capable students.

There are now a number of local, state, and national competitions in the various phases of music, art, English, model building, marksmanship, etc., and the Program Committee might well discover and develop talent for participation in these contests. For instance, the "Scholastic Awards" (totaling \$4,500 for both local and national prizes for 1928-29) of the Scholastic Magazine (Pittsburgh, Pennsylvania) in English — short story, poetry and essay, in art — pictorial and graphic, decorative design, sculpture, pottery, metal crafts, creative art, and museum copy, history and community service, are known nationally and offer many opportunities for educative competition. A "National Miniature Airplane Tournament" is held each year under the auspices of the Playground and Recreation Association of America; "National Matches" are promoted by the National Rifle Association; A "Book Week Contest" is conducted by the National Association of Book Publishers, "High School Health Hero Debates" are sponsored by School Health Bureau of the Metropolitan Life Insurance Company, etc. Entrance to some of these and many others is based on local elimination contests. While developing and pointing material for these and similar contests should not

be the main or only work of the club yet it may be a part of it. Promoting contests with similar clubs in other schools or localities offers another very attractive field for wholesome competition. Much of such competition may be carried on by mail.

This committee or properly authorized subcommittees may also assist in providing, erecting, and arranging necessary material and equipment for the club meetings or programs. Some of this material may be brought in from outside the school, a part of it will have to be brought from other rooms within the school, and some of it may have to be made. In the elementary and junior high schools many programs and elements of programs may utilize the sand table to good advantage. Blackboards, tables, chairs, drapes, costumes, charts, and other material and equipment may be provided by this committee.

*Other committees.* — Such committees as Welfare, Housekeeping, Membership, Materials and Equipment, Books and Magazines, Library, Lookout, Finance, Social, and others may be appointed if there arises a need for them. Probably few of these committees would be permanent. They should be properly appointed and authorized as the need arises and discharged after the particular assigned task has been performed.

**Types of programs.** — Variety in types of programs and variety within programs are highly desirable. The most frequently used types of programs are the regular meetings made up of the usual program numbers: Project — in which a single project is followed through several meetings; Social — parties, banquet, picnic, or similar social events; Outside — a trip, visit, or hike to the woods, theater, museum, or other place; Recreational — which is designed purely for amusement and recreation, a humorous program, swim, or athletic program in the case of the usual indoor clubs; Assembly — a program showing to the school or to the community the work of the club; Joint — in which two or more clubs combine on matters of

mutual interest. There is a place for each of these types of programs, and each should be given its place by the Program Committee. •

Much of the material used in the regular club meetings is of such a nature that it can be easily and profitably repeated in the general school assembly. As a matter of fact a very healthful competition in club programs may be developed through the assembly, suitable awards being made to the clubs putting on the best programs during the semester. If such awards are given, judgments will have to be made and standards of programs developed, and this will aid in raising the standards of club programs. It is best to take the largest and most interesting phases of the club work and present these through the medium of dramatizations, tableaux, pantomimes, talks and discussions, slides, films and other material, debates, and by the use of outside speakers or experts. Suggestions concerning these activities are made later in this book. Appropriate clubs may be assigned to present suitable programs for special day celebrations. For instance, great historical birthdays might be presented by the History Club; Bird and Arbor Day Program, by the Bird or Tree Club, or Nature Study Club; St. Valentine's Day Program, by the Social or Parties Club. Appropriate drives will be headed by the various clubs—Better English, by the English Club; Fire Prevention, by the Safety First Club; Inventory Week, by the Career Club; Visit the Library, by the Library Club. Assembly programs are always a part of these drives. Significant current events of interest to the various clubs will not only be capitalized in the regular club meetings but, if important enough, will be presented by the proper club in the assembly.

The project program is one in which a single main theme is followed through several meetings. For instance, the Travel Club may be taking a trip around the world. The Commercial

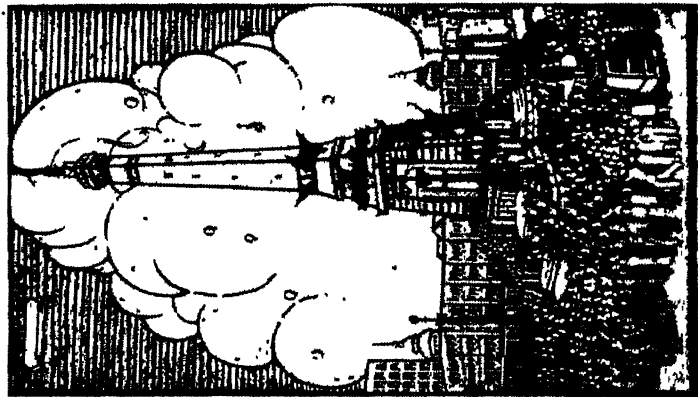


FIGURE 3. Nation-wide competition in prose, poetry, and art is sponsored each year by *The Scholastic Magazine*. The illustration shows "Head of an Indian," "Athletic Victory Celebration at the Soldiers' Monument," and "Lindbergh," three of the winners in the 1928 contest.

Club may be organizing and conducting a hypothetical commercial enterprise; the Home Makers Club may be furnishing and decorating a home; the Library Club may be equipping a public, school, or private library. The topics discussed relate to a particular part of this project.

A humorous program may be used occasionally. It consists of talks on outlandish topics; burlesques of events, personages, or other items of interest; funny stories, poems, and parodies, both original and otherwise; talks on topics assigned by the last speaker, or by the chairman or committee, or chosen by lot on entrance; a continued story, each teller calling on the next to continue it; debates on unprovable and foolish questions. There should be few of these programs. However, one a year at All Fool's Day might not be unreasonable. An occasional "Surprise Program" may add to interest by capitalizing curiosity. Some schools have a "Surprise Club."<sup>1</sup>

A very fine series of coordinated or joint meetings may be arranged by the various clubs. For instance, the Banking Club organizes a hypothetical bank, elects a Board of Directors, chooses a name; finds a suitable lot in a suitable part of town; applies to the proper authorities for a charter; and with the cooperation of allied clubs carries out its project. The Salesmanship Club sells stock; the Architecture and Blue Print Clubs plan its building; the Plumbing Club installs the plumbing; the Art Club decorates the bank; the Commercial Club installs the bookkeeping system; the Personality and Career Club assist in choosing and training the employees, the Public Safety Club and the Safety First Club cooperate in making the building and premises safe; the Advertising Club advertises the bank; the Handy Club makes repairs and is responsible for

<sup>1</sup> The Theodore Roosevelt Junior High School, San Jose, California, has such a club. The membership is divided into committees of three pupils each. One committee is responsible for each program, and all programs are "surprises."

the maintenance of the building. This hypothetical bank receives hypothetical deposits, pays out interest, buys financial paper; employs, promotes, and discharges help; insures its properties; stands and makes lawsuits; and in other ways conducts a regular banking business, seeking the cooperation of the various other clubs as indicated above. This coöperation is given to the Board of Directors of the Bank as it sits in regular meeting. The other members of the Banking Club are merely the audience or spectators at these programs, but time is allowed for explanation and discussion after the particular program is completed.

In a similar manner the Camping Club may arrange for its hypothetical or real camp with the help of the Cooking, Safety First, First Aid, Swimming, Story Telling, Recreational, Nature Study, and other clubs. The Library Club may conduct a hypothetical library and stock it with books recommended by the Art, Chemistry, Bird, Poetry, French, Booklovers, Mythology, and other clubs. The Travel Club may take a long trip with the assistance of the Geography, Art, Camera, History, Music, Sculpture, French, Spanish, German, and other clubs. The Home Making Club may build, equip, and furnish a hypothetical home with the assistance of the Architecture, Art, Gardening, Little Mothers, Handy, Painting, Plumbing, Textile, Library, Home Nursing, Safety First, Personal Health, Cooking, Needlework, and other clubs. A recent development in the field of school clubs is this growing interdependence among them.

**Sources of material for programs and activities.** — There are a great many possible sources of material for the various clubs, but it is impossible to list or name them all. At the end of the discussion of each club will be found a few of the most suitable books, pamphlets, and magazines. There are many more, but lack of space does not permit the use of all of them. Other valuable material may be obtained from the following sources: the

back and current numbers of the related magazines; bulletins, pamphlets, and reports from the proper state, university, or federal bureaus or departments; school textbooks and reference books; book and magazine publishers; the sponsor of the club; local experts or enthusiasts; librarians or library schools; equipment-manufacturing and supply companies; daily newspapers and popular and scientific magazines, gazetteers, and year-books;<sup>1</sup> encyclopedias, biographical dictionaries, books of knowledge, and similar compendiums; merit-badge booklets of the Boy Scouts of America, and publications of the Girl Scouts, Camp Fire Girls, and others; commercial, industrial, transportation, and similar organizations, the use of a "question box" as discussed below. Additional suggestions may be obtained from corresponding adult clubs; for instance, the Commercial, Banking, Citizenship, Chamber of Commerce, and similar clubs may get ideas by watching what the adult clubs do.

**Club question box.** — Another interesting activity of the club will be its question box. Unusual, important, and immediately unanswerable questions are continuously coming up in literature, history, science, nature study, and business, and a central question box, into which these questions may be placed, will not only aid in the answering of these questions but will provide an interesting source for club programs and activity material. This box is made available to the entire school. The questions are sent to the proper club for answering. The questions may be posted on the bulletin board and the answers posted in the proper places beside them. The question is posted immediately and the notation made that it has been sent to the proper club

<sup>1</sup> The Washington Bureau of *The Pittsburgh Press*, 1322 New York Avenue, N. W., Washington, D. C., issues 183 bulletins on various topics. These may be bought for four cents each. This Bureau also answers any question of fact or information not involving extended research. Postage only is required for this service.



for answering. This club naturally does not want to be advertised as having its questions on the bulletin board unanswered, so it attempts to find the answer immediately. When the answer is found it is placed on the board opposite the question. The following will illustrate one type of question which might be raised in science : <sup>1</sup>

Why is yawning catching?  
Why does milk turn sour?  
Why is fire hot?  
Why does a match strike?  
Why has water no taste?  
Why do we swing our arms when we walk?  
Why cannot we see in the dark?  
Why are tears salt?  
What makes the heart beat?  
What is the sun made of?

**The club library.** — One important activity of the club will be that of building a suitable library of books on topics of interest to the club and its members. These books may be contributed by individual members, bought with the money from a small assessment, or obtained by the club in other ways. If the club has its own room, a shelf may be made for the books. If there is a library in the school, these books may be kept in this library where they are available not only to the club members but also to the school at large. By the addition of two or three books each year the club would have within a few years many important books in its field. The club might also be responsible for paying the subscription of various magazines related to its work. These, too, should be made available to the school.

**The club history.** — Each club might well record its history by means of a small, neatly typed, illustrated, and well-bound booklet. This record might be kept by the secretary, or, better

<sup>1</sup> See footnote on previous page.

still, might be placed in the regular library where all the pupils of the school may read it. This will be the work of a properly constituted club committee. The book will be illustrated with snapshots and drawings, and will tell an interesting story of the club's work for the year rather than be a dry secretarial report of the minutes of the meetings. This would make interesting reading for the average school pupil and would also be valuable to other similar and later clubs.

## CHAPTER IV

### ENGLISH CLUBS

English clubs, on the basis of general material and main purpose, fall easily into three main groups: reading, writing, and speaking. The Poetry or Booklovers Club, for instance, is a reading club; the Writers or Journalism, a writing club; and the Public Speaking or Dramatic, a speaking club. There are, of course, combinations and variations of these, but, on the whole, these classifications are easily made, and are satisfactory for the purposes of this chapter. The main purposes of all of these types of clubs are the same: they are designed to build a permanent interest in good literature by increasing the literary horizon and range of the member; by increasing his understanding and appreciation of the various types of literature; by developing and raising standards of literary taste and discrimination, and by developing his own emotional and artistic qualities. While the general aims of these clubs are the same, the specific purposes and interests of the various types may differ somewhat.

The main purposes of the reading club are those mentioned above: fostering the reading of good poetry and prose; teaching enjoyment of reading; raising the standards of the reader; increasing his acquaintanceship with the famous literary masterpieces, and, in general, providing for wise use of leisure time. Each member will specialize on the type and phase in which he is interested, but at the same time, by the very nature of the program, will be brought into contact with the various interests represented by the other members of the club.

The writing clubs are interested, to a certain extent, in literary productions of famous authors but are more interested in developing within themselves ability in creative writing. The development of research ability, imagination, literary taste, power, and skill in expression is the main purpose of this type of club. The member chooses his own field of writing, unrestricted by class routine or other limitations, and expresses himself in his own way. Criticism and assistance by the members of the club and its sponsor will help him in this self-expression, and his own range of interests will be widened because the programs represent interests other than his own.

The main interest of the speaking clubs is the discovery and development of speaking ability of various kinds. It will have as its objectives the development of poise, carriage, self-control before an audience, pleasing methods of delivery, clear enunciation, and a well-modulated voice properly suited to the characterization or work at hand. Incidentally, the club will increase the member's knowledge of the various fields represented — dramatic, debating, story-telling, public speaking; and also will acquaint him with the mechanisms of these fields — parliamentary law, dramatic methods and equipment, sources of material for story-telling, etc. Here again each member will specialize along lines of his own interest, but will also benefit by the work of his fellow members.

### -BOOK LOVERS

#### EX LIBRIS, BOOK SHELF, LITERATURE, READERS

##### ACTIVITIES AND PROGRAM MATERIAL

The history of printing and book making

Discussion of the importance and place of the library, its organization, support, administration, and activities

The Dewey system of card cataloguing library rules and traditions

Instruction in the use of reference books and similar material

How to find what you want in the library

Assisting the librarian in the work and supervision of the library

The parts of a book, and their functions index, table of contents, introduction, preface, illustrations, and paragraph and chapter headings

How books are made printed, bound, repaired, illustrated, and marketed

How to open and use a book correctly

Visits to libraries . private, school, and public, to see methods of cataloguing, classifying, shelving, indexing, charging, discharging, and advertising

Methods of exhibiting new books and materials

Trips to printing and binding establishments to see this work at first hand

Reading of magazines : making of scrapbooks and picture-books

Reading and reporting on Biography, Poetry, Travel, Fiction, Invention, Science, Nature Lore, books, or classification for program purposes under such headings as Out of Doors, South Sea Island, Western, Mystery Stories, Great Men and Women, The Short Story, Technical Subjects, Sports and Recreations, War, Ghost Story, Romance

The development of suggestions and plans for the pupil or member who wishes to start his own library : information about shelves or book cases, books, and publishing companies

- Study of the largest publishing companies and their specialties

Imaginary visits to the homes, birthplaces, or graves of authors, illustrated with pictures, drawings, post cards, and clippings

Reading and reports on magazines devoted to books

Dictionary Games <sup>1</sup>

Memorization of poems, excerpts, and quotations from famous books and authors

- Emphasis upon literature appropriate for special days : Columbus Day, Washington's Birthday, Lincoln's Birthday, Arbor Day, Flag Day, Armistice Day, Christmas, Thanksgiving, Hallowe'en, St. Valentine's Day. The Club could be responsible for a part, or all, of the assembly program on these days.

Promotion of "Visit the Library," "Library Week," "Read a Book," "Start a Library," or other similar campaign in the school This campaign may be advertised by means of newspapers (reviews, pictures, questions, guessing contests, features, etc.), window displays, invitations to parents,

<sup>1</sup> These games may be obtained from G & C Merriam, Springfield, Mass. Other similar material may be obtained from local libraries or from the American Library Association.

street-car advertising, posters, decorated cars and floats, parades, and other stunts

Entering the "Book Week" contest sponsored by the National Association of Book Publishers, 25 West 33rd Street, New York City

Staging a "Book Pageant" Dramatizing scenes from famous books. Impersonating characters and authors. Tableaux of important events. An attractive program can be built around such a theme as "The Library Comes to Life" *Through the Looking Glass*<sup>1</sup> by Lewis Carroll is very suitable for this purpose

Holding a "Book Fair" An exhibition of books attractively displayed in appropriate booths may be held in the school corridors, library, classrooms or elsewhere. Each booth and its attendants represent the general field or background of the books exhibited. For instance; the books on nature may be displayed in a booth with nature settings, flowers, birds, butterflies, animals, grass, etc.; books on adventure, in a booth made to represent a ship, with attendants costumed as pirates; humor, in a setting of circus scenes with clowns; religion, with a stained glass background; small children's books, with fairies, ice gnomes, witches, animals, etc. Books in art, music, travel, mythology, biography, dramatics, science, poetry, sports, and history may be similarly exhibited. Magazines, illustrations, equipment for printing, illustrating, or covering books might also be displayed. This "Book Fair" may conclude "Book Week" and be open to parents and patrons. An outside body such as a Woman's Club, Rotary Club, Chamber of Commerce, or Board of Education might offer prizes for the best booths.

Discussion of such topics as the following:

National customs as indicated in literature

Manners and courtesy of various peoples at different times

History and traditions of other nations

The negro character in American literature

Unique or unusual games, stunts, recreations suggested in literature

Food and drink in famous literature

Dress of famous heroes, heroines, and villains

Domestic and wild animals in literature

Literature, prose and poetry, based on historical fact

Promotion of the establishment or development of a school library

Visiting debates, movies, plays, dramatics, and exhibits of interest

Study of simple forms of poetry, couplet, quatrain, limerick, etc

<sup>1</sup> *Juvenile Library*, The Macmillan Company

Identifying literary types historical, allegorical, fictitious, narrative, descriptive, lyric, epic, didactic, and dramatic poetry

Recognition contests on authors initials, birthplaces, literature, famous characters, animals, places, scenes, quotations, historical references, and allusions

Building "Reading Maps" or "Book Maps" Each member records his reading geographically. Write to R. R. Bowker Company, 62 W. 45th St., New York City, for plans

Literary criticism of authors, characteristics, characters, and characterizations

Study of beauty, sublimity, and vividness and methods of attaining these  
Reading, discussing, and reporting on literary criticisms and reviews

Original poems, stories, plays, take-offs, scenes, and scenarios

Dramatization of famous scenes, pictures, take-offs, and burlesques

Study of the literary likes and dislikes of great men and women. Roosevelt, Wilson, Gladstone, Lloyd George, John Burroughs, Burbank, Foch, Lincoln, Washington, Helen Keller. Many of the larger libraries, such as the Carnegie Library at Pittsburgh, publish material on this topic

The place of women in literature

Contemporary literature: short story, drama, poetry, biography, autobiography, travel, fiction, and literature of music

Debates on the relative merits of authors, characters, and scenes

Reports on current topics in the literary field

Letters to and from contemporary authors

Conducting a book exchange for members or for the entire school

Collection of pictures of famous and favorite authors

Famous motion pictures and their basis in well-known literature: *Ben Hur*, *Last Days of Pompeii*, *The Three Musketeers*, *Quo Vadis*, *Birth of a Nation* (*The Clansman*), *The Ten Commandments* (from the Old Testament), *King of Kings* (Life of Christ in the New Testament), *The Hunchback of Notre Dame* (*Notre-Dame de Paris*)

The place of literature in music: opera, ballads, and the stories which certain musical compositions represent

Selection of books for particular individuals boys, girls, young and old, men and women

Vocations in literature and book work: printing, binding, illustrating, editing, reviewing, writing novels, short stories, poems, plays, and library work

Schools and other opportunities for training for the literary professions

Collection of old books, magazines, and scrapbooks for use in cooperation with the Welfare Club, for use in children's homes and orphanages, veteran's hospitals, and other city, county, state, and federal institutions

Some of the activities of this club can be worked out in coöperation with the Poetry, Library, Printing, Art, Story-Telling, Service, and other clubs. See these clubs for additional suggestions on activities and material.

## REFERENCES

### BOOKS

- ALLAN, P. *Book-hunter at Home*. G. P. Putnam's Sons.  
 BOSTWICK, A. E. *Librarian's Open Shelf* H. W. Wilson Company.  
 BRADLEY, J. W. *Illuminated Manuscripts* A. C. McClurg and Company.  
 COOK, E. T. *Literary Recreations* The Macmillan Company.  
 DRAKE, A. H. *Adventures in Reading*. DeNeane, Washington, D. C.  
*Key to School Reading*. Houghton, Mifflin Company.  
 MADEN, F. *Books in Manuscript*. E. P. Dutton and Company.  
 MAIS, S. P. B. *Books and Their Writers* Dodd, Mead, and Company.  
 ORCUTT, W. D. *In Quest of the Perfect Book*. Little, Brown and Company.  
 — *The Kingdom of Books*. Little, Brown and Company  
 PAINE, P. M. *Booklover's Map of America*. R. R. Bowker Company.  
 — *Map of Adventurers for Boys and Girls*. R. R. Bowker Company.  
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 PHELPS, W. L. *Twentieth Century American Novels*. American Library Association.  
 — *Literary Map of England*. Ginn and Company.  
 POLLARD, A. W. *Early Illustrated Books*. E. P. Dutton and Company.  
 RAWLINGS, G. B. *The Story of Books*. D. Appleton and Company  
 SMITH, A. M. *Printing and Writing Materials, Their Evolution*.  
 A. M. Smith, 111 W 76th St. New York.

### MAGAZINES

- Abstract and Index*, Weston, Vermont.  
 "Books," *New York Herald Tribune*, New York  
*Bookman*, Bookman Publishing Company, 244 Madison Ave., New York.  
*Book Review Digest*, H. W. Wilson Company, 958 University Ave., New York  
*Book List* American Library Association, 86 E Randolph St., Chicago



*Book-Talk.* McDevitt Wilson Company, 30 Church St., New York

*Saturday Review*, 25 W. 45th St., New York

Very fine material of interest to the club may be obtained from the National Association of Book Publishers, 25 W 33rd Street, New York City.

*Lantern Lists* (Zaidee Brown), published by the H W Wilson Company, 958 University Avenue, New York, will also be found valuable.

## POETRY

### RHYME AND RHYTHM, METER, POETRY LOVERS, VERSE AND STANZA, POETIC

#### ACTIVITIES AND PROGRAM MATERIAL

The main types of poetry epic, lyric (with its forms — sonnet, ode, and many others), narrative, descriptive, didactic, dramatic The main characteristics of these types and representative poems or authors

Discussion of simpler forms of poetry such as the couplet and quatrain

- The place of rhyme and rhythm in poetry

The history and development of early poetry

Reading and discussion within the group of various types of poetry. Some poems might be read outside and reported upon by members.

Programs of the club may be built around central themes on the basis of authorship, nationality of author, or on the basis of subject matter For instance, programs may be built around Browning, Wordsworth, Shakespeare, Tennyson, Riley, Longfellow, Whittier, Keats, Shelley, Byron, Burns, Scott, or around the nationality of the poet, and the resulting program would be English, American, French, Italian, German, or Spanish. Naturally each of these programs would be built on the principles of importance, variety, and suitability The third type of program may be built around such topics as martyrdom, birds, nature, stars, flowers, slavery, the North and the South, Columbus, Washington, and Lincoln, great events, home life, love, harvesting, grain, rain, weather, anniversaries, memorials of great events, famous ships, battles, soldiers, women, beauties, kings and queens, pictures, works of art, and buildings. Possibly a combination of all three types of programs would be most interesting because of the variety offered.

The relation of the life of the author to his poetry

Making of scrapbooks of favorite poems either for self or for use in coöperation with the Welfare Club at hospitals and institutions of various kinds

Recommending of suitable books and poems for the school at large

Reading and study of current poetry found in the *Literary Digest* and other current magazines

Child Poets. Hilda Conkling, Nathalia Crane, Marjorie Bianca

Poetry in music. ballads and folk songs

Poetry from four angles: meter, subject, type, period

The meaning and place of blank verse poetry

- Poetry of the Old Testament

- Beautiful poetry about homely things: mud, fence, woodpile, pumpkin, old clothes, pipe, rock, stump, bad weather

Poems of inspiration, regret, death, meditation, fancy, love, consolation, fate and duty, mysticism

Attendance at readings and lectures given by contemporary authors: Alfred Noyes, Henry Van Dyke, John Masefield, Edgar Lee Masters, Vachel Lindsay, Carl Sandberg, Robert Frost, E A Robinson, Louis Untermeyer, Edna St. Vincent Millay, John Drinkwater, James Stephens

Study of the literature of other recent and of contemporary poets. Rudyard Kipling, Amy Lowell, Joyce Kilmer, William Butler Yeats, Rupert Brooke, Robert Bridges, Walt Whitman

Shakespeare and his sonnets, songs, and familiar quotations

Writing of original poetry by members of the club. The best of this may be published or posted on the bulletin board. It may also be neatly typed, illustrated, identified, and bound in a volume which will represent the activities of the club for the year and which will be given to the school library or placed on the Poetry Club's shelf of the library, where it will be accessible to all pupils of the school.

- Criticism of original poetry by the club and sponsor

- Having a "Bohemian" Supper for the "Club Poets"

- Assembly programs with poems read, dramatized, and illustrated. These programs are especially appropriate for Flag Day, Armistice Day, Christmas, Thanksgiving, famous birthdays, and for various nature days, Bird, Arbor, Tree Planting, etc.

- Recognition contests with authors, initials, birthplaces, poems, characters, scenes, situations, types of verse, meter

Cooperation with the Book Lovers, Library, Service, Art, Travel, Typewriting, Advertising, and other clubs in matters and programs of mutual interest. For instance, the poems written by this club may be neatly typed and bound by the Typewriting Club, attractively illustrated by the Art Club, accessioned by the Library or Service Club, and advertised to the school by the Advertisers or Poster Club.

## REFERENCES

## BOOKS

- ALLEN, P. S. *Studies in Popular Poetry* University of Chicago Press
- AVEBURY, J. L. *Art, Poetry and Music*. Henry Altemus Publishing Company.
- BOUTON, J. *Poems for the Children's Hour* Milton Bradley Company
- BRADLEY, A. C. *Poetry for Poetry's Sake* Oxford Press
- CARHART, G. S., and MCGHEE, P. A. *Magic Casements* The Macmillan Company.
- COOPER, A. C. *Poems of Today*. Ginn and Company.
- EASTMAN, M. *The Enjoyment of Poetry* Charles Scribner's Sons
- ELLSWORTH, W. W. *Readings from the New Poets*. The Macmillan Company.
- GORDON, M., and KING, M. B. *Verses of Our Day* D Appleton and Company.
- GRANGER, E. *Index to Poetry and Recitations* A C McClurg and Company
- HUDSON, W. H. *Meaning and Value of Poetry* T Y Crowell Company
- LEONARD, S. A. *Poems of the War and of the Peace* Harcourt, Brace, and Company
- MONROE, H., and HENDERSON, A. C. *The New Poetry* The Macmillan Company.
- PALGRAVE, F. T. *The Golden Treasury of Songs and Lyrics* The Macmillan Company.
- Poems for Holiday Use* Several Volumes H. W. Wilson Company.
- The Oxford Book of English Verse*. The Oxford University Press.
- SHELLEY, P. B. *Defense of Poetry*. D C Heath and Company
- STEDMAN, E. C. *American Anthology*. Houghton Mifflin Company.
- UNTERMEYER, L. *This Singing World* Harcourt, Brace, and Company.
- WILKINSON, M. *Contemporary Poetry* The Macmillan Company
- *New Voices*. The Macmillan Company.

## MAGAZINES

*Poet Lore*, The Gorham Press, Boston, Mass.

*Poetry*, 232 East Erie Street, Chicago, Ill

The Playground and Recreation Association of America, 315 Fourth Avenue, New York, publishes *Special Holiday Material* which can be used for holiday observance

## MYTHOLOGY

## FABLE, FAIRY STORY, OLD MYTH, ANCIENT LORE

## ACTIVITIES AND PROGRAM MATERIAL

The origin and development of mythology

The divinities: their origin, characteristics, social organization, and their relation to man: Apollo, Diana, Janus, The Fates, Juno, Mars, Jupiter, Mercury, Minerva, Neptune, Pan, Venus, Vulcan, and others

Mythological heroes and their adventures and feats: Hercules, Orpheus, Perseus, Bellerophon, Jason and the Argonauts, Theseus, and Cadmus

The story of Aeneas and his wanderings

The Fates

The Trojan War: stories of Paris, Helen, Achilles, Agamemnon, Hector, and others; the relation of the gods to the participants in this war

The adventures of Ulysses (Odysseus): the Lotus-Eaters, Polyphemus, Circe, Hades, Sirens, Scylla and Charybdis, Penelope, Telemachus, Argus

Mythology of the Indians, Scandinavians, Arabs, and others

The Legends of Thebes

The Homeric stories: Agamemnon and Menelaus, wooing of Helen, judgment of Paris, the Greek convention, wrath of Achilles, death of the heroes, the wooden horse, and others

Stories from Ovid. Galatea, Midas, Romulus and Remus, Pyramis and Thisbe, Atlas

Expressions which have a basis in mythology: herculean, hector or heckle, hydra-headed, laurels, like a Trojan, lotos-eater, amazon, harpy, bacchanalian, elysium, titanic, jovial, nemesis, martial, Monday, lunar, fauna, flora, January, oracular, cereal, atlas, siren, Midas-touch, sulking Achilles, saturnalia, apples of discord, cut up didoes, labyrinth, Cassandra-like, Psyche-knot, dragon's-teeth, stygian, mercurial, museum, calliope, vulcanize

The study of decorative art to discover the mythological representations and to appreciate the purposes and the appropriateness of these representations. Many of these representations will be found in groups about fountains and water displays, on large buildings, in façades and mural decorations, friezes, monuments, ornamental work, in mural paintings, and statuary.

The discovery and study of the mythological figures found in the community: their significance, and their sculptors or painters

The names of cities which have a foundation in mythology: Troy, Thebes, Paris, Orion, Aurora, Athens, Olympia, Rome

Mythological allusions in English and American prose and poetry. in the classical languages, in modern foreign languages

Mythology and the signs of the Zodiac

Study of the mythological representations or bases in the designs in current magazines

Mythology in automobiles, names, and ornaments

Mythological bases in current advertisements

Mythology in music: *Magic Fire Spell*, *Wotan's Farewell*, *The Ride of the Valkyries*, etc

Mythology and astronomy: stars and constellations named after mythological characters; The Dragon, Castor and Pollux, Unicorn, Hercules, Leo, Orion, Cassiopeia, Scorpio, Auriga, The Hyades, Perseus, The Pleiades

The presentation of mythological characters and stories in the motion pictures

Visits to art galleries, museums, and exhibits, for purposes of study

Dramatizations by tableau, shadowgraphy, pantomime, or spoken form of mythological characters, events, and stories

Assembly programs on mythological material. talks, dramatizations, use of pictures, slides, and other illustrations

Coöperation with the Latin, Art, Astronomy, Book Lovers, Collectors, Poetry, Sculpture, Story-Telling, and similar clubs on topics or projects of mutual interest

Making of scrapbooks with pictures, clippings, and illustrations

Coöperation with the Story Hour Club in telling these stories to younger children or others

Recognition contests with use of names, cut-ups of pictures or drawings, work or activities, pairings, home, origin or birth, parents, and lovers

Mythology in nature stories about narcissus, heliotrope, hyacinth, cypress tree, dew, aurora-borealis, cereal, magpies, echoes, red anemone, and butterflies

The following program of the Mythology Club of the Louisville Male High School illustrates the type of program built around a single theme.

Topic: Orpheus and Eurydice

Decorations. Borrowed copy of Beyschlag's *Orpheus and Eurydice*, two cheap prints of paintings showing Orpheus, and on the blackboard a copy in chalk of a Pompeian vase showing the two, together with verses (those from *Il Penseroso* and *Aeneid VI*) relating to the myth

## Program

- Story of Orpheus and Eurydice — John D. Murphree (7 minutes)  
 Reading from Pope's *Ode for St Cecilia's Day* — John Bradbury (8 minutes)  
 Paper: The Worship of Orpheus — David Gray Poston (8 minutes)  
 Music: *Orpheus and His Lute* — Girls' Sextette of Kentucky Home School (7 minutes)  
 Paper: Orpheus in Advertising — Eli Huston Brown (4 minutes)  
 Music: Gluck's *Orpheus Ballet* — victrola (4 minutes)  
 Announcement of next program — Harry Myers, chairman of Program Committee (2 minutes)  
 Dismissal — Robert McDevitt, president

## REFERENCES

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- BUCKLEY, E. F. *Children of the Dawn*. The Macmillan Company.  
 BULFINCH, T. *The Age of Fable*. T. Y. Crowell Company.  
 GAYLEY, C. M. *Classic Myths*. Gunn and Company.  
 GUERBER, H. A. *Myths of Greece and Rome*. American Book Company.  
 KINNEY, M. *Stars and their Stories*. D. Appleton and Company.  
 LANCIANI, R. *New Tales of Old Rome*. Houghton Mifflin Company.  
 MARTIN, M. E. *The Friendly Stars*. Harper and Brothers.  
 MILEY, C. *Myths and Legends of Greece and Rome*. Harlow Publishing Company.  
 OLCOTT, W. T. *The Book of the Stars for Young People*. G. P. Putnam's Sons  
 SABIN, F. E. *Classical Myths That Live Today*. Silver, Burdett and Company.  
 SEYMOUR, T. D. *Life in the Homeric Age*. The Macmillan Company.  
 TATLOCK, J. *Greek and Roman Mythology*. The Century Company.

## ILLUSTRATIONS

Pictures and prints of photographs of sculpture, paintings, and mural decorations may be obtained from The Brown Picture Company, Beverly, Mass.; Congressional Library, Washington, D. C.; A. S. Cooley, 631 North New Street, Bethlehem, Pa.; Granstorff Brothers, 101 Ferry Street, Malden, Mass.; Museum of Fine Arts, Boston, Mass.; Perry Pic-

tures Company, Malden, Mass., Thompson Picture Company, Syracuse, New York, and University Prints Company, Newton, Mass. Other suggestions may be obtained from the Service Bureau for Classical Teachers at Teachers College, New York City

## STORY-TELLING

### STORY HOUR, ONCE UPON A TIME, DID YOU EVER HEAR, CHILDREN'S HOUR

#### ACTIVITIES AND PROGRAM MATERIAL

The story-teller of primitive times: the school teacher, historian, prophet, interpreter, and priest of the tribe

Story-telling, the most natural method of education

The permanence of the stories heard in childhood

The place of story-telling in enlivening dry facts

The principles of story telling

Principles, methods, and practice of telling the continued story

Stories with a geographical background: mountains, peoples, nations, boys, girls, and animals of other countries and other climes

Stories about famous couples, Darby and Joan, Jack and Jill, Dante and Beatrice, Romeo and Juliet, Ivanhoe and Rowena, Rip Van Winkle and Dame Gretchen, and others.

Nature stories: trees, birds, rocks, minerals, rivers and water, weather, flowers and plants; mythological stories concerning thunder, lightning, rain, and snow, movements of stars; metamorphoses of ugly seed or caterpillar; story of fossils, slate, quartz, limestone, granite, and coal

Literary material: *The Christmas Carol*, *Evangeline*, *Hiawatha*, *Robinson Crusoe*, *Gulliver's Travels*, *Rip Van Winkle*, *Twenty Thousand Leagues under the Sea*, *John Gilpin's Ride*, *Ichabod Crane*, *Alice in Wonderland*, *Penrod*, *Les Misérables*, *Little Women*, *Treasure Island*, *Ivanhoe*, *Abou Ben Adhem*, *Huckleberry Finn*, *Tom Sawyer*, *King of The Golden River*, *The Great Stone Face*, *The Gift of the Magi*, *Marse Chan*

Music stories: stories of great composers and their works; Verdi, Beethoven, Wagner, Bach, Handel, Mozart; plots of famous operas with stories about the artists who sing the rôles; Pan and his Pipes; David and his Harp; Apollo and his Lyre; the Troubadours; the Meistersingers and Minnesingers, violin makers of Cremona; development of the orchestra; Crusaders and the introduction of other instruments

Historical material. local pioneers and history, stories of local soldiers; battles; feats of bravery and heroism, famous heroes, men, women, boys, girls, and animals

Modern industry: inventions, radio, airplane, steam engine, electrical apparatus, steamship, manufacturing machinery, automobile, telegraph and telephone, farming machinery; inventors; place in commerce and industry

Ethical material. Bible stories such as The Prodigal Son, Joseph, David, and Samson; stories about Florence Nightingale, *Aesop's Fables*, Hans Christian Andersen's *Fairy Tales*, *The Vision of Sir Launfal*, *The Ancient Mariner*

Art material. lives, works, disappointments, and successes of great artists; Sir Joshua Reynolds, Sir Edwin Landseer, Rosa Bonheur, Gainsborough, Murillo, Raphael, Correggio, Van Dyck, Rubens, Millet, Breton, Jacques, Corot, Rembrandt, Michelangelo, Rossetti, Titian, Turner, Watts, Singer, Sargent, Whistler, and others. The Brown Reproductions, the Perry Pictures, or the University Prints can be used to good advantage in this connection.

The stories of health heroes: Trudeau, Pasteur, Reed, Jenner, and others.

Story-telling to younger children, shut-ins, older people, and others in hospitals and institutions; on Christmas and Thanksgiving programs, entertainments, etc.

Assembly program consisting of a number of stories told by several members of the club

The club can assist in campaigns and drives for Better Health, Better English, Safety First, Health, Clean-Up, etc., especially in the elementary school, by well-told stories relating to these activities

Vocations in story-telling and opportunities for training for these

## REFERENCES

### BOOKS

#### General

BAILEY, C S *For the Story-Teller*. Milton Bradley Company.

— *Story-Telling Time*. Milton Bradley Company

— *Stories Children Need*. Milton Bradley Company.

CABOT, E. L. *Ethics for Children*. Houghton Mifflin Company.

CANBY, H. S, and JESSUP, A. *The Book of the Short Story*. D. Appleton and Company



- CATHER, K. D. *Educating by Story-Telling*. World Book Company
- CLARK, B. H., and LIEBER, M. *Great Short Stories of the World*.  
R. M. McBride and Company
- DANSDILL, T. *Health Training in Schools*. National Tuberculosis Association
- EATON, R. *Best French Short Stories*. Dodd, Mead and Company.
- Georgian Stories*. G. P. Putnam's Sons
- GEROULD, G. H. *Contemporary Types of the Short Story*. Harper and Brothers.
- HEYDRICK, B. A. *Types of the Short Story*. Scott Foresman and Company
- JESSUP, A. *Representative Modern Short Stories*. The Macmillan Company
- KEYES, A. M. *Stories and Story-Telling*. D. Appleton Company.
- MABLE, H. W. *Young Folks Treasury*. The University Society, New York.
- MIKELS, R. M. R. *Short Stories for High Schools*. Charles Scribner's Sons.  
— *One Hundred Best Short Stories*. Funk and Wagnalls.
- O'BRIEN, E. *Best British Short Stories*. Dodd, Mead and Company.
- PARTRIDGE, E. N., and G. E. *Story-Telling in School and Home*. The Macmillan Company.
- PATTEN, WM. *Great Short Stories*. P. F. Collier and Son.
- SMITH, C. A. *Short Stories, Old and New*. Ginn and Company.  
*World's Best Stories*. Doubleday, Doran and Company
- WYCHE, R. T. *Some Great Stories and How to Tell Them*. Newson Publishing Company.

### *Nature*

- BURROUGHS, J. *Squirrels and Other Fur Bearers*. Houghton Mifflin Company.
- HOLDER, C. F. *Stories of Animal Life*. American Book Company.
- LEA, J. *The Romance of Bird Life*. J. B. Lippincott Company.
- MORLEY, M. W. *Butterflies and Bees*. Ginn and Company.
- PORTER, J. G. *Stars in Song and Legend*. Ginn and Company
- The Nature Library*. Doubleday, Doran and Company
- THOMPSON, J. M. *Water Wonders Every Child Should Know*. Grosset and Dunlap Company

### *Art*

- BACON, M. S. *Pictures That Every Child Should Know*. Grosset and Dunlap Company.

- HOURTICQ, L. *Art in France* Charles Scribner's Sons
- MENEFEE, M. *Child Stories from the Masters.* Rand, MacNally and Company.
- VASARI, G. *Lives of the Italian Painters, Sculptors, and Architects* The Macmillan Company
- Reproductions of Masterpieces — The Brown Pictures, Milton Bradley Company.
- The Perry Pictures — from the Perry Picture Company, Malden, Massachusetts
- The University Prints — Boston, Massachusetts.

### *Literature*

- BOUTON, J. *Poems for the Children's Hour.* Milton Bradley Company.
- "Evangeline," "Courtship of Miles Standish," "Hiawatha," "King Robert of Sicily," and others by H. W. Longfellow.
- St. Francis' Sermons to the Birds.* Atlantic Monthly Press
- STARBUCK, E. D., and SHUTTLEWORTH, E. K. *Fairy Tale, Myth and Legend.* The Macmillan Company
- Lamb's Tales from Shakespeare* John C. Winston Company.

### *Ethics*

- BOLTON, S. K. *Lives of Girls Who Became Famous.* T. Y. Crowell Company.
- CATHER, K. D. *Boyhood Stories of Famous Men* The Century Company.
- *Girlhood Stories of Famous Women.* The Century Company.
- LANG, J. *The Story of Robert the Bruce.* E. P. Dutton and Company.
- RICHARDS, L. E. *Florence Nightingale, the Angel of Crimea.* D. Appleton and Company

### *Fairy Tales and Folk Lore*

- ADAMS, K., and ATCHINSON, F. E. *Book of Princess Stories.* Dodd, Mead and Company.
- ANDERSON, H. C. *Fairy Tales.* F. A. Stokes Company.
- BULFINCH, T. *Age of Fable.* T. Y. Crowell Company
- GAYLEY, C. M. *Classic Myths.* Ginn and Company.
- HARRIS, J. C. *Nights with Uncle Remus.* Houghton Mifflin Company
- JACOBS, J. *English Fairy Tales.* G. P. Putnam's Sons
- LANG, A. *Book of Romance.* Longmans, Green and Company.
- MALORY, T. *Boys' King Arthur* Charles Scribner's Sons.
- PLYE, H. *Merry Adventures of Robin Hood.* Charles Scribner's Sons.

*Music*

BARBER, G. E. *Wagner Opera Stories*. Public School Publishing Company.

CATHER, K. D. *Pan and His Pipes*. Victor Talking Machine Company, Camden, N. J.

CROSS, D. *Music Stories for Boys and Girls*. Ginn and Company

HENSEL, S. *History of the Mendelssohn Family* Harper and Brothers.

*Modern Music and Musicians* (6 Volumes) University Society.

This set contains fine material on history, theory, appreciation of musicians, religious music, opera guide, instruments, tendencies, anecdotes, and stories

*History and Geography*

BAKER, E. K. *Stories of Old Greece and Rome*. The Macmillan Company.

BEQUER, G. A. *Romantic Legends of Spain*. T. Y. Crowell Company.

FORBES, M. P. *Good Citizenship through Story-Telling*. The Macmillan Company.

JUDSON, K. B. *Myths of California and the Old Southwest*. A. C. McClurg and Company

— *Myths and Legends of the Great Plains*. A. C. McClurg and Company.

— *Myths and Legends of Alaska*. A. C. McClurg and Company

— *Myths and Legends of the Pacific Northwest*. A. C. McClurg and Company.

LANG, A. *Blue True Story Book* Longmans, Green, and Company.

McMURRAY, C. *Pioneers of the Mississippi Valley*. The Macmillan Company.

OLCOTT, F. J. *Good Stories for Great Holidays*. Houghton Mifflin Company.

PITMAN, L. W. *Stories of Old France*. American Book Company

SMITH, R., and MAJOR, M. *The Southwest in Literature* The Macmillan Company

WARREN, H. P. *Stories from English History*. D. C. Heath and Company.

## MAGAZINES

*Journal of American Folk-Lore*, 31 East 10th St., New York.

*Storytellers Magazine*, Storytellers Company, New York.

Other material for stories may be found in the activities and bibliographies of the various other clubs of this book: Thrift, Commercial, Nature Study, Bee, Reptile, History, Camping, Astronomy, Forestry, Botany,

Bird, Geography, Travel, Inventors, Architecture, Art, Music, Poetry, Book Lovers.

## PHOTOPLAY

### ACTIVITIES AND PROGRAM MATERIAL

Main principles of motion picture, pantomime, or dramatization

The possibilities and limitations of this type of dramatization

The material of motion pictures, actors, equipment, settings, make-up, characterizations

Standards of a good picture story

Moving picture cameras: types, uses, principles, care in handling

Terminology of the photoplay

Movie slang: groan box (portable organ), hard light (electric arc lights), hit 'em (turn on the lights), hold your hammers (cease noise), horse opera (cowboy picture), juicers (electricians), lamp post (expensive jewelry), location (outside working place), menace (villain), make him sweat (spray player with glycerine), hit the deck (lunch hour), hit the baby (turn on baby spotlight), kill 'em (lights out)

Action *versus* dialogue in the movie

An analysis and study of the best current movies for plot development and character delineation

The selection and arrangement of characters

Writing a synopsis of the play

The continuity: material, use, and methods of writing

Titling the various scenes of the movie

Principles used in the selection of a name for the photoplay

The place, origin, and methods of development of movie comedy and gags

The development of a cartoon series of photoplays such as "Out of the Inkwell," "Æsop's Fables," "Felix," and others

Methods and equipment for trick photography

Projection apparatus and equipment

Famous motion picture theaters

Advertising the photoplay by means of still pictures, newspaper stories, human interest stories about the characters, interesting questions, stunts

A study of photoplay criticism with actual materials

Why pictures fail

Methods of briefing a novel for the movies

- Where and how to sell a scenario
- The development of standards by which a picture may be judged
- Censorship what it is, how it is done, and by whom
- The materials and methods of make-up
- Famous children of the movies
- Animals of the movies methods of training and photographing
- Life, opportunities, work, and pay of the "extra"
- Study of famous directors, producers, actors, writers, stage designers, costume designers, and critics
- The stories of famous pictures
- Visits to theaters to see and study photoplays
- Study and criticism of material and reading of material from *Screenland*, *Classic*, *Motion Pictures*, *Picture Play*, *Photoplay*, and other magazines
- Writing scenarios for use in assembly and other dramatic programs. The club might attempt to sell some of these.
- Discussion of favorite actors, directors, writers
- Making of scrapbooks of clippings, advertisements, pictures, and letters
- The club might act as a critic of the more important shows of the town, posting its reviews and criticisms for the benefit of the entire school
- Vocations in the movies acting, writing, designing of sets and costumes, research work, photography, advertising, etc.
- Methods of training for and attaining these positions
- History, methods, and materials of sound reproduction, "talkies," etc.

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## MAGAZINES

*Screenland*, Walter G Springer, Inc , 49 West 45th St , New York City.

*Motion Picture Classic*, Brooklyn, New York.

*Motion Picture*, Brooklyn, New York

*Picture Play Magazine*, 79-80 Seventh Ave , New York City.

*Photoplay*, 750 North Michigan Ave , Chicago, Ill.

## WRITERS

THE SCRIBES, THE SCROLL, GOOSE QUILL, SCRIBBLERS, PAPYRUS, INK DIPPERS, LOTOPHAGI, TABARD FOLK, AUTHORS, IMAGINATIVE WRITERS, SHORT STORY WRITING

## ACTIVITIES AND PROGRAM MATERIAL

The activities of this club will be so varied that it will be best to allow each member to capitalize and develop his own particular interest and ability. His own culture will be developed and his range of vision widened by listening to the other members of the club work with their specialties, and he can contribute to their development by doing that which he is most capable of doing and in which he is most interested. It may be that a number of members will be interested in particular fields of writing. If so, they may organize into committees for special study in these phases of the work.

This material may include such forms as dramatic — comedy, farce, tragedy, musical comedy and operetta, melodrama, scenario, fantasy, pageant, masque, episode, Harlequinade, festival, circus, fair, puppet show, pantomime, and burlesque; poetic — lyric, descriptive, dramatic, epic, and didactic, and greeting-card verses; business — commercial correspondence and advertising; journalistic — news-writing, editing, interviewing, handling correspondence. Other types of material may be argumentation and debate, essay, short story, romance, mystery and detective stories, novelette, humorous writing, book, motion picture, music and dramatic review, fairy story, and fable.

Study of available markets for material of various types: type, rank, rate, methods, and time of payment, timeliness of material, methods of submitting manuscripts

- Study and discussion of what the public reads. The popularity of particular types of magazines sold in the community. (This may be ob-

tained from a survey of the homes by questionnaire to the students or members and from magazine stores and shops)

Methods of editing, briefing, and abstracting a manuscript

The development of a library or shelf containing material of interest and value to young writers

Study of authors and their procedures in writing. Much of this material may be found in biographical works and in writer's magazines

Titling the story, play, or poem

Favorite authors and reasons for selection

Social or informal program with the various members impersonating their favorites. These programs may take the form of a "Coffeehouse," "Bath," "Walk," or "Circle."

The importance of historical and geographical settings, local color, characterizations, etc., and methods of attaining these

Nationalism and sectarianism in literature

Making and keeping of scrapbooks relating to the work of the club

Editing and publishing of magazine containing a variety of material of the club. The best of the material written should be made into a neatly typed and bound volume and placed in the library where it will be available to all pupils in the school. Some of the material may be sent to Children's or Veteran's Hospitals, or other similar institutions

Talks by authors, editors, lecturers, or critics

Correspondence with contemporary authors, editors, writers, or critics

Business writing: correspondence and advertising

Assembly programs on material written by the club. Much of this may be dramatized by means of shadowgraphy, pantomime, spoken drama, tableau, and in other ways.

Promotion of contests in the various types of writing for the entire school

Entering such contests as those promoted by the *Scholastic* magazine, Pittsburgh, Pennsylvania

Visits to homes, birthplaces, or graves of famous writers. Visits may be real or imaginary.

Study of copyright law and procedure

Reading and discussion of material from current magazines and books

Publication of material in local newspaper and magazines

Visits to magazine, newspaper, and publication offices to see commercial processes of handling and publishing material

Illustrations and methods of illustrating books

Conduct of an exchange bureau with other schools and clubs of mutual interest, to see and learn forms

Cooperation with Book Lovers, Commercial, Debating, Dramatic, Journalism, Library, Mythology, Poetry, Public Speaking, and other clubs on material of mutual interest

Vocations in writing: editing, criticizing, and adapting

Educational opportunities for the preparing of the individual for these vocations

## REFERENCES

### Books

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- *Creative Spirits of the 19th Century*. T. Y. Crowell Company.
- CONE, H. G. *Pen-portraits of Literary Women*. Educational Publishing Company
- CROY, H. *88 Ways to Make Money by Writing*. Editor Company, Ridge-wood, N. J.
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- JOSEPH, M. *How to Write a Short Story*. The Writer's Magazine, Cambridge, Mass.
- KENNEDY, W. D. *The Free-Lance Writer's Handbook*. The Writer Publishing Company, Cambridge, Mass.
- KERSEY, J. A. *Ethics of Literature*. Twentieth Century Publishing Co.



- Literary Lives.* Charles Scribner's Sons  
 MEARNS, H. *Creative Youth.* Doubleday, Doran and Company.  
 PAGE, B. *Writing for Vaudeville.* Home Correspondence School. Springfield, Mass.  
 PITKIN, W. B. *The Art and the Business of Story Writing.* The Macmillan Company  
 PUTNAM, G. H. *Authors and Their Publications in Ancient Times* G. P. Putnam's Sons.  
 RAYMOND, C. H. *Modern Business Writing.* The Century Company.  
 SHIPERD, H. R. *The Fine Art of Writing* The Macmillan Company.  
 UZZELL, T. H. *Narrative Technique* Harcourt, Brace and Company.

### MAGAZINES

- The Writer*, Harvard Square, Cambridge, Massachusetts.  
*Writers and Artists' Yearbook*, The Macmillan Company.  
*Writers' Digest*, 22 E 12th Street, Cincinnati, Ohio  
*Writers' Monthly*, Home Correspondence School, Springfield, Mass.

### JOURNALISM

NEWS WRITING, REPORTING, PUBLICATIONS, JUNIOR PUBLISHER, PRESS, GREELEY, QUILL AND SCROLL, NEWSPAPER, GUTENBERG GUILD

#### ACTIVITIES AND PROGRAM MATERIAL

- The history of the newspaper and the magazine
- Developing material for the school publications
- Types of publications, school and commercial: purposes, material, and organization
- Criticizing publications of various types, especially school publications
- Making a definite study of the newspaper under such heads as:
  - What constitutes news?
  - Elements of interest in news
  - Sources of news, regular and special beats and assignments
  - Qualifications of the news gatherer
  - Gathering the news and making notes for writing it
  - Writing the news: lead, body, choice of words, sentence structure, paragraphs

Newspaper style and its characteristics

News *vs* opinion in the paper

The style book and its uses, punctuation, abbreviation, etc.

Preparation of copy

Classification of news material

Types of news stories . regular, athletic, social, personal

Feature or human interest stories and correspondence

Editorials . types, purposes, and illustrations

Proper use of the exchange department of the paper

Interviews and methods of interviewing

Editorials types, boosting, sermonizing, arguing, commenting, explaining

Reviews of books, plays, motion pictures, lectures

Newspaper filler bits of information, jokes, etc.

Humor . jokes, cartoons, comic strips, parodies, poems, and stories

Fiction in journalism

Illustrations . purpose and types, cartoons and drawings of various kinds, pictures, photographs, graphs

Advertisements: value, purpose, selling space, writing the advertisement, placement and organization of advertising pages

Make-up of newspaper organization, ears, dimensions, size of pages, number of pages, columning, and balancing

Headlines: purpose and values, types, material of, structure, rules for writing

Preparation of the dummy

Laws of copyright

Promoting and handling the circulation of the newspaper

Rules governing mailing the magazine or newspaper

Financing the newspaper or magazine through subscriptions, advertisements, etc.

Distributing the newspaper or magazine

Budgeting the publication . business forms, blanks, and records

Study of typesetting: type, composing, operations, and limitations

Proof reading and copy reading and marks used

Methods of printing, folding, stapling, wrapping, mailing

The terms used in newspaper work: copy, stick, em, heading, deck or bank, masthead, ears, linotype, hand-set, form, mat, case, galley proof, electrotpe, scoop, flag, box

Holding news-writing and similar contests

- A discussion of the winners of such contests as those promoted by the National School Press Association or the Columbia School Press Association
- A study of foreign newspapers and periodicals
- Issuance of a small newspaper or magazine
- Issuance of a "blackboard" or "bulletin board" newspaper or publication
- News photography and engraving methods and processes
- Great journalists Greeley, Ochs, Pulitzer, Carleton, William Allen White, Philip Gibbs
- Visits to local newspaper or magazine offices
- Study of high-school press associations and their work
- Keeping a scrapbook of newspaper materials and methods
- Vocations in journalism as reporter, printer, linotyper, cartoonist, advertising manager, circulation manager, editor, editorial, feature, and fiction writer
- Preparation for a journalistic career: university courses and other opportunities

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- BLEYER, W. G. *Types of New Stories*. Houghton Mifflin Company.
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- *Writing and Feature Story*. Houghton Mifflin Company.
- DILLON, C. *Journalism for High Schools*. Noble and Noble.
- FLINT, L. N. *The Editorial*. D Appleton and Company.
- *Newspaper Writing in High Schools*. D. Appleton and Company
- HARRINGTON, H. F., and FRANKENBERG, T. T. *Essentials in Journalism*. Ginn and Company
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- *Handbook for Newspaper Workers*. D Appleton and Company.
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- McKOWN, H. C. *Extracurricular Activities*. Chaps XVII-XXII. The Macmillan Company.
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- OTTO, W. H. *Journalism for High Schools*. Harcourt, Brace and Company.
- STILLWELL, K. M. *The School Printshop*. Rand, McNally and Company.

The files of *The Scholastic Editor* of the National School Press Association, published at 180 N Michigan Boulevard, Chicago, or *The School Press Review* of the Columbia School Press Association, Columbia University, New York, will be found very valuable for work in journalism.

## DRAMATIC

FOOTLIGHTS, PROPS AND PAINTS, MASK AND WIG, MUSE AND MASQUE, PLAYERS, SOCK AND BUSKIN, DRAMATIC GUILD, MASK AND GOWN, MADRIGAL, BAUBLE AND BELLS, PLAYGOERS, ROYAL MASK, THESPIANS, MARIONETTE, PLAYCRAFTERS, SCENE SHIFTERS, STAGE CREW,  
CURTAIN

## ACTIVITIES AND PROGRAM MATERIAL

The history of dramatics: use of dramatics by the early priest or church father for purposes of instruction

The appearance of children as actors in the Greek plays

The Miracle and Mystery plays of the Middle Ages

Boy actors and acting in the great English schools

Early "Theaters of Education" for young people

Distinction between "amateur" and "educational" dramatics

Dramatics in the early American schools

The purposes, aims, and materials of the dramatist

Value of dramatics to the player, school, and community

Study of types of drama: tragedy, comedy, musical comedy, farce, melodrama, fantasy, pageant, masque, episode, Harlequinade, festival, circus, fair, puppet show, pantomime, burlesque

What constitutes art in drama

Dramatic terminology: stage phraseology, terms for stage settings and lighting signals

Work of the Drama League of America

The Little Theater Movement in America Eugene O'Neill

New movements in the theatrical world Independent Theater, the Irish Dramatic Movement, Irish National Theater, The Theatre Guild

Dramatists of social problems

American playwrights William Vaughn Moody, Percy Mackaye, Eugene O'Neill, Ridgley Torrence

Shakespeare . biographical sketch , social life and customs of the sixteenth century ; classification of Shakespeare's plays ; the women of Shakespeare , the children of Shakespeare ; contrast between Shakespeare's early and late comedies and dramas , criticisms of Shakespeare's plays

Study of the drama in its various forms in other countries . Greece, Rome, Spain, Italy, France, Belgium, Norway, Germany, England, China, and Ireland

Folklore in dramatics : Indian and negro mythology, foreign dances, songs, games, costumes, customs, and characters

Ceremonial dramatics . rituals, pageants, symbolisms, dignitaries, and mass movements represented

Chief forms of dramatic presentations

Simple dramatic dialogue and monologue or reading

Dramatizations of scenes from well-known works, such as *Treasure Island*, *Silas Marner*, *Ivanhoe*, *Evangeline*, *Rip Van Winkle*, *The Book of Esther*, *The Lady of the Lake*, *The Ancient Mariner*, *The Pilgrim's Progress*

- Dramatization of stories from the *Robin Hood Ballads*, or *Idylls of the King*

Dramatic reading accompanied by a tableau or living-picture presentation of the text : *Tom Sawyer*, *Seventeen*, *Old Curiosity Shop*, *Henry Esmond*, *Les Misérables*, *Kidnapped*, *Cinderella*, *William Tell*, *Canterbury Tales*, *The Talisman*, *Sir Galahad*, *Rip Van Winkle*

The study of literary and dramatic style

The drama as a natural mode of expression

Principles of playwriting

Analysis of the construction of chosen plays and scenarios

Dramatic criticism

What dramas to read. How to read a drama

Keeping scrapbooks of plays and important criticisms

The artistic side of dramatic production . study of actors and acting

Voice requirements in characterizations and "straight" parts

Unity of voice for individuals or group

Bodily postures, movements, and actions

Make-up: purposes; materials — cold cream, cocoa butter, powder, rouge, cheesecloth or Kleenex, powder puff, grease paints of various colors and tints, methods of making-up

The study of sculpture for action, paintings for postures, grouping, and facial expressions, the pantomime for common experiences, and folk dancing for body rhythms

Costumes and costuming: designing for models or for actual performances

The development of the theater building

Ventilation and heating of the theater

• Stage sets and terms: flats, vistas, foliage, curtains — all of various historical periods

• Methods of lighting stage: colors and uses of lights, types, footlights, border lights, strip lights, spotlights, lights in fireplace, through windows, from moon, etc.

Study of mechanical phase of dramatic production

Unusual stage effects: thunder, lightning, rain, and snow

Provision for dressing and reception rooms

Construction of cardboard buildings, stages, scenery, and properties, in miniature

Coöperation with the Art Club in making scenery

Making puppets of plasteline, papier mâché, wood, and rags

The choice of a play considering such matters as: time needed to stage the play; age, ability, and training of the group producing; the nature, age, and central background of the audience; the ends to be attained, financial or educational; the stage and place of production; the situations; the royalty to be paid, the dramatic movement of the composition, avoidance of questionable situations or subtle characterization; avoidance of "one-man" or "one-woman" plays; reputation of the author; balance and symmetry of the play

Methods of selecting the cast

Stage management and the stage manager's duties

How the business end of a play is handled

The work of the rehearsal director

Arranging, printing, and distributing the programs

Practice of voice development

Exercises in various groupings and movements on the stage

Training in interpreting stage directions

Study and practice of by-play

Presentation of scenes for illustrative purposes

Laboratory work in the construction of model stages, buildings, and settings; designing of costumes; rehearsals, writing and adapting plays, scenes, and scenarios

Collection of pictures, notes, and clippings for scrapbooks

Music necessity, types of music — before the play begins, between scenes, and after play is over, also musical accompaniments or specialties

Costumes: importance, types of costumes, making, adapting, repairing, and care of costumes; renting, borrowing, and returning; research work in costuming; collection of discarded clothing from pupils and homes for use in dramatics, listing and preserving this material

Properties and scenery: place in dramatic productions; method of obtaining, borrowing, buying, renting, and making; how scenes are made; principles of set making; light, backgrounds, furniture, hangings, curtains, lights, pictures, and other equipment

Ushering requirements and methods of training

Methods of printing, distributing, and selling tickets

Publicity for the performance: by means of newspaper write-ups, posters, cards, window cards, dodgers, handbills, theater slides, announcements, assembly or home-room notices

Study of contemporary drama: authors, actors, producers, styles, methods, and current criticism

The place of motion pictures in the world today

The history and development of motion pictures

Methods of motion-picture production

Famous motion-picture authors, producers, actors, costumers, designers, directors

Differences between acting before the camera and on the legitimate stage

Dramatization of historical stories, poems, legends, and myths, fairy stories and fables, scenes from favorite fiction, original scenes and scenarios

Opera and its light imitator, musical comedy: origin and development, purpose; materials, sources of stories; costuming; musical scores; stories and music of famous operas and musical comedies

Pageants and pageantry: purposes; types; sources of pageantry, history, form, ceremonials and rituals, allegorical and mythological material, life and spirit of the community itself; material and equipment; choosing the setting, the story; dancing and singing; the financing, producing, equipping, costuming, and staging; the pageant master

Impersonations: Red Riding Hood, Topsy and Eva, Scrooge, Tiny Tim, Robinson Crusoe, Alice in Wonderland, Penrod and Sam

Original playlets on Fire Prevention, Thrift Week, Better English, Clean-up Week, Courtesy Week, Fashion Shows, and those based on some bit of local history or some school or city event

Circus: purposes; direction and management; sources of material; material — animals, circus activities, parade, banners, clowns, calliope, chariots, wagons, band, exhibitions, stunts; use of the gymnasium, auditorium, swimming pool, and school yard

The fair: aims and purposes, material — side shows, fruit, candy, and soft drink stands; exhibits, amusements; barkers; source of material; methods of arranging and conducting

Puppet shows: purposes; materials made by the members of the club — marionettes, stage settings, costumes, stages; material dramatized from the most widely read children's stories; methods of operation, history of the puppet show. Visits to puppet shows

Dramatizations for assembly programs, club meetings, or elementary schools. A few of these at least might be based on some bit of local history.

Pantomimes and shadowgraphs: types, material, and operation or dramatization. Especially suitable for this type of dramatization are Mother Goose rhymes; material on Manners and Courtesy, and similar easily dramatized topics

Tableaux: Captain John Smith, Betsy Ross, Livingstone, Lincoln, Columbus, Sir Walter Raleigh, Sir Francis Drake, Scenes from *Silas Marner*, *Vicar of Wakefield*, *The Tale of Two Cities*; travel in various countries; fashion shows; famous scenes from the Perry Pictures — Washington at Valley Forge, Crossing the Delaware, Perry on Lake Erie; Scenes from French Revolution; Balboa Discovering the Pacific, Penn Treating with the Indians, Haunt of the Ghosts, Hallowe'en, Armistice Day, and others

Many assembly programs may be presented by this club. A great deal of its work both in club meetings and in assembly programs will be done in coöperation with Electricity, Industrial Arts, Music, Poetry, and other clubs.

Visits to theaters and movies to see dramatizations of various kinds

This club may be a clearing house for the dramatic interest of the school and post lists of recommended plays, movies, musical comedies, and other shows.

Visits to museums to see exhibits and displays relating to the dramatic and pageantry activities of the ancients or of other countries



Vocational opportunities in dramatics acting, writing, musical setting, stage setting, designing, and painting, costume designing, producing; directing, coaching, and teaching

Opportunities for educational training for these vocations

## REFERENCES

### BOOKS

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- BATES, E. W., and ORR, W. *Pageants and Pageant Making*. Ginn and Company.
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- BIRD, G. E., and STARLING, M. *Historical Plays for Children*. The Macmillan Company.
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- MODERWELL, H. K. *The Theater of Today*. Dodd, Mead and Company.
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- RUSSELL, M. M. *How to Produce Plays and Pageants*. George H. Doran Company.
- SANDFORD, A. P., and SCHAUFFLER, R. H. *Armistice Day*. Dodd, Mead and Company.
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- STOCKING, S. L. *Shadow Pictures, Pantomimes, Charades, Tableaux*. T. S. Denison and Company.
- TAFT, L. *The Technique of Pageantry*. A. S. Barnes and Company.

- TAYLOR, E. *Practical Stage Direction for Amateurs*. E. P. Dutton and Company.
- WISE, C. M. *Dramatics for School and Community*. D. Appleton and Company.
- WRIGHT, H. S. *New Plays from Old Tales*. The Macmillan Company.
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- YOUNG, J. *Making-up*. Witmark Company
- YOUNG, S. *Theater Practice*. Charles Scribner's Sons

## LISTS OF PLAYS

- American Play Company, Inc., 29 West 47th St., New York City.
- BARNUM, M. D. *School Plays for All Occasions*. Barse and Hopkins
- Bureau of Educational Dramatics, Community Service, 315 Fourth Avenue, New York City
- Charles Scribner's Sons, New York City.
- Drama League of America, 736 Marquette Building, Chicago, Illinois;  
*List of Plays for High School and College Production. Selective List of Plays for Amateurs.*
- Drama League Book Store, 7 East 42nd Street, New York City.
- Dramatic Index*, F. W. Faxon, Boston, Massachusetts.
- French, S., 25 W. 45th Street, New York City.
- MOSES, M. J. *Treasury of Plays for Children*. Little, Brown, and Company.
- Norma Lee Swarton, Summit, New Jersey
- Playground and Recreation Association of America (Pageants), Washington, D. C.
- Rumsey Play Company, 152 West 46th Street, New York City
- Sanger and Jordan, 1428 Broadway, New York City.
- Stage Guild, 1527 Revenue Exchange Building, Chicago, Illinois.
- Y. W. C. A., 600 Lexington Avenue, New York City.

## MAGAZINES

- Dramatist*, Drake Building, Easton, Pa.
- The Drama*, Drama League of America, 59 E. Van Buren St., Chicago, Ill.
- Poet Lore*, 100 Charles St., Boston, Mass.
- The Theater Magazine*, 2 W. 45th St., New York City
- Theater Arts Monthly*, 110 W. 57th Street, New York City.
- Quarterly Journal of Speech*, Madison, Wisconsin.

## PUBLIC SPEAKING

THE FORUM, DELPHIAN, FORENSIC, FOUR-MINUTE SPEAKERS, SPEAKERS BUREAU, SPEECH CLINIC, ARISTEAN, ADELPHI, ORATORS, DECLAIMERS

## ACTIVITIES AND PROGRAM MATERIAL

The aims, purposes, and values of public speaking

The history and development of public speaking. early priests and storytellers, orators, teachers

Methods of delivery, platform position, and gestures

Proper breathing: importance in speaking, and methods of developing

Importance of and practice in enunciation and pronunciation

Kinds, qualities, and pitch of voice: uses and practice

Methods of developing vocabulary: no repeating of important words; use of synonyms for every possible word; changing the speech from passive to active voice and *vice versa*; making the speech entirely negative by the use of negatives and antonyms

Practice in visualizing the speech

Study, training, and practice in the various types of public speaking. (Formerly "public speaking" meant oratory and declamation largely. The newer conception of speaking is concerned with the more frequently used forms, conversation, extemporaneous speaking, banquet and after-dinner speaking, and other types suggested below.)

Reading, recitation, declamation, and oratorical work. Some of this work may be done in cooperation with the Book Lovers, Dramatic, Literary, and Poetry Clubs.

Impromptu speaking In this type of speaking, the speaker does not know what his topic is to be until just before he is to speak. Topics may be drawn from a hat, box, desk, or table, or assigned by the chairman. The speaker immediately goes to the front and makes a speech on this topic. Of course, such topics should be those of which the member has some knowledge.

Extemporaneous speaking. By English-speech teachers this type of speaking is usually distinguished from impromptu speaking. Whereas in the case of the latter the speaker does not know what his subject may be, in extemporaneous speaking, he has been given the topic, has prepared his speech, but speaks without notes. Topics should be those in which the member is interested and may also be those requiring investigation, if facilities for this are available.

Parliamentary procedure. This phase of public speaking may be made interesting because of the large number of possibilities in it. A good method of learning and practicing it is to organize a hypothetical club, such as a "Would Be Society." In the organization of this society and its subsequent activities all the usual parliamentary procedures are actually carried out. For instance, election of officers, reading of reports, hearing resolutions and correspondence, making, tabling, amending, seconding, and in other ways acting on motions; appointing and discharging committees, listening to and acting upon committee reports; appointing delegates, making changes in the constitution and by-laws; aiding club auxiliaries are all done. This work might be done for three or four or more meetings as a part of the regular club program. Fun may be injected into it by the use of unusual subjects or material proposed in the regularly accepted form. The material acted upon is secondary in importance, because the organization is only an imaginary one; learning the proper procedure is the important thing.

Current events. The older methods of discussion of current events was in the third person; the newer method is in the first person. The member is introduced as the important man or woman, or as the head of Congress, a club, or other famous organization. He is formally introduced by the chairman of the meeting as this individual and proceeds to discuss the item, activity, or organization in the first person, telling what he did, why he did it, the dangers, troubles, or handicaps which he encountered, its value, and what he expects to do next.

Introductions: dramatization of the proper methods of introducing a speaker at a banquet, assembly, club meeting, or on other occasions

Presentation speeches: the study and practice of speeches used in presenting gifts, insignia, honors, medals, awards, — a house, trip, watch, certificate, automobile, or other gift

Acceptance: the proper methods of and practice in accepting gifts, awards, and honors. This type of speech may be practiced in connection with speeches of presentation.

Banquet and after-dinner speaking. The club holds an imaginary banquet for appropriate and varied occasions such as "Football Banquet," "Banquet for the Faculty," "Father and Son Banquet," "Senior Banquet," etc. The usual procedure is followed, with introductions, toasts, and speeches of various kinds, presentations, and acceptances.

Welcoming and farewell speeches. These speeches are on the topics indicated by their names. They fit a banquet program very nicely. They

also are quite appropriate in connection with presentation and acceptance speeches in similar situations.

**Interviews.** Two members act as the principals and stage the interview before the group or club. The topics used are hypothetical — both serious and humorous; interviewing a great actress, author, engineer, or physician, a congressman, a business man (relative to removing an ugly signboard), the mayor (relative to dangerous crossings), a college dean or president (relative to entering college) Possibly five minutes is long enough for an interview.

**Conversations.** In the conversation types of speaking two or more individuals converse on a topic of ordinary interest — politics, law, nature, beauty, business, amusements, travel, education, books, vocations. For instance these conversations might be between a Democrat and a Republican; School Teacher andirate Parent; Explorer and Shipbuilder; Columbus and Lindbergh; Football and Baseball; Work and Play; Music and Art; Architect and Contractor; Employer and Applicant for a Position; A Frenchman and a German; An Eskimo and a South Sea Islander; etc. Some of these conversations might be upon humorous topics. The main purpose is not to amuse or to educate the members about the topic discussed but to educate the members in this important type of speaking; the principles and methods of beginning, carrying on, and closing an interesting conversation.

**Story-telling.** This type is especially valuable to the girls of the club who teach or deal with younger children. It may also have value occasionally for older pupils and grown-ups. (See Story-Telling Club for material and suggestions.)

**Telling jokes.** The following phases may be discussed: methods of properly and effectively telling jokes or using other short humorous material; suitability and selection of material; appropriateness and methods of making material appropriate; study of jokes to see why they are funny; why people laugh; methods of building up a laugh; types of laughs, as the movie comedy producer knows them and his methods of building them up; collection of suitable jokes, verses, limericks, "wisecracks," etc.

**Salesmanship or representation.** A number of fine speeches may be worked out in this field in which the speaker attempts to sell to his club, impersonating a board of directors or buyers, a certain article. He makes his speech and then answers questions asked by the members concerning the article, its uses, values, manufacture, etc.

**Mock trials, both civil and criminal.** The club organizes as a court with

all of the usual officers: judge, jury, bailiff, prosecution and defense attorneys, alienists, stenographers. The usual court procedure is followed

**Mock Congress** In this meeting the club impersonates Congress. Bills are introduced, spoken for and against, and finally voted upon in the usual manner.

**Mock Council.** This is similar in type of work to Congress mentioned above. The club might well visit the City Council in session and then plan its meeting and activities along the line observed

**Meeting of board of directors** This is similar to those mentioned above. The meeting is actually dramatized and carried out with all of the usual reports, talks, discussions, arguments, votings, etc. (See Commerce Club for suggestions.)

**Debating** A study of the principles of argument making, analysis of argument, construction of the brief, proof, authority, rebuttal. The club may have a number of debates for those who are particularly interested. The topics used should be those which are interesting and valuable to the club. (See Debating Club.)

**Boosting and pep speeches**

**Dramatization of stories, scenes, poems, and short plays**

**Preparation of material commemorating birthdays of famous personages or other well-known days:** Washington's and Lincoln's Birthdays, Armistice Day, Flag Day, Christmas, Thanksgiving, Bird and Arbor Day, State, and other days. The material for these programs may be appropriate poetry and prose, orations, debates, and also original work.

**Criticism of speeches of club members by appointed critics, sponsor, or club**

**Visits to churches, and to meetings of various kinds to hear professional speakers and to study their methods**

**Discussion of speeches and speakers on the school assembly program**

**Speaking service** This club may act as a speakers' bureau and provide speakers for campaigns, drives, and meetings of all types, Clean-up Week, Education Week; Thrift Drive; Red-Cross Drive; "Inventory-of-Yourself" Week; Better-English Week; Fire Prevention; Safety First

**Promotion of speaking contests of various kinds:** impromptu, extemporaneous, declamation, oratorical, debating

**Study of great orators, after-dinner speakers, readers, and speakers:** their equipment, training, methods, and contributions — Bryan, Choate, Depew, Lincoln, Douglas, Ingersoll, Patrick Henry, Mark Antony, Demosthenes, Webster, Clay, Calhoun, Gladstone, Burke, William Pitt, Henry W. Grady, Asquith, Lloyd George, Beecher

Discussion by outsiders, teachers, actors, and speakers of topics of interest to the club

Vocations in speaking, or in which speaking is used reading and dramatic work, law, teaching, officers' positions, etc.

Opportunities for preparation for work in speaking

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### DEBATING

THE FORUM, FORENSIC, DEBATE, LINCOLN-DOUGLAS, WEBSTER-HAYNE, CLAY-CALHOUN, REBUTTAL

### ACTIVITIES AND PROGRAM MATERIAL

The history of argumentation and debate

The aims, purposes, and methods of debating

The weakness of debating for purpose of winning only

Principles in the selection of a good topic for debate types of topics, suitability, stating the question

Preparing for the debate: methods of using the various indexes and readers' guides; sources of material on the questions, methods of reading,



taking and classifying notes; the importance of knowing both sides; thoroughness and accuracy

Defining the main and the less important issues

Organization and distribution of material among the members of the teams

- Methods and practice of preparing a brief of the arguments

Completing the argument with illustrations and authorities

What constitutes proof tests for it

Authority in debate: types of authority, methods of using

The necessity for accurate and complete information

Begging and ignoring the question in debating

Methods of using notes in a debate

The analysis of an argument in preparation for its refutation

Rebuttal kind, uses, and methods of making

Cataloguing, classifying, and indexing material for rebuttal

Courtesy, etiquette, and sportsmanship in debate

Argument *vs.* "wisecracks," quibbling, ridicule, satire, glibness, or trickery

Scheduling and holding intraclub and interclub debates on topics of interest to the club

Promotion of the "High School Health Hero Debates" sponsored by the School Health Bureau — Welfare Division of the Metropolitan Life Insurance Company, 1 Madison Avenue, New York City

Impromptu debates on well-known topics

Burlesque debates on foolish or unprovable questions

The chairman of the debate and his duties

Methods of judging debates

Discussion of rating card topics such as logic, posture, voice, general appearance, forcefulness, sincerity, rate of speech, gestures, etc.

An analysis of arguments of proponents and opponents of important current and past, local, national, and international questions

Study of famous debates: Webster-Hayne, Lincoln-Douglas, Clay-Calhoun

Dramatization of great debates by actually presenting the debates or important parts of them and by tableaux This material is suitable for assembly programs

Great debaters Socrates, Luther, Lincoln, Webster, Burke, Hastings

The Oxford — an open forum type of debate: purposes, organization, and procedure

The Oregon plan. Three-sided debates

Study of forceful advertisements and advertising material

Cooperation with History, Public Speaking, Writers, and other clubs on topics of mutual interest

Obtaining, studying, and filing the records of school debaters who have graduated (a very interesting study might be made by comparing the debaters with the non-debaters)

• Visiting college and other debates

Promotion of intraschool debating league: interfloor, interroom, interclass, interweight, interheight, interage, boys *vs.* girls, club *vs.* faculty

Presenting an assembly program demonstrating and dramatizing the activities of the club

The place of argument and exposition in the professions and trades, salesmanship, preaching, law, teaching, medicine, and engineering

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The H. W. Wilson Company, 958 University Avenue, New York, publishes *The Reference Shelf and Debaters Handbook Series*, which are very convenient and usable current debate material. Briefs and bibliographies are included in the material of these series of books.

## LIBRARY

## ACTIVITIES AND PROGRAM MATERIAL

The history of libraries and of books

Organization and support of public libraries

Famous libraries, American and foreign, public, school, and private

How a community procures a library: its location

Principles of library science: cataloguing, classifying, accessioning, arranging, charging, discharging, shelving

The equipment of the library catalogues, shelves, racks, chairs, tables, filing cases, etc

Care of library books

Maintenance, repair, and rebinding

Selection, arrangement, and-accessioning of periodicals

Making and keeping of scrap and picture books

Helping to build a clipping and picture file

Publicity for the school library through use of bulletin board, publications, posters, contests, exhibits, home-room and assembly programs

The Southern Junior High School, Reading, Pennsylvania, recently issued a booklet entitled *Find Me Another! A Guidebook for Southern Travelers in Bookland*. Some of the headings of the various sections of the book are, "Where Shall We Go?" (Travel), "How Shall We Travel?" "Who Will Meet Us?" (Men and Women of Fame), "Where Can We Find Excitement?" (Sea, Adventure, Mystery), "Will the Girls Meet Special Friends?" "Who Are the Boys' Pals?" "Who Were Our Forefathers?" "What Shall We Do?" "Why Go to School?" "Is Mother Nature a Magician?" Each section listed appropriate books.

Card catalogues: types and uses

Study of Dewey system of classification

Instruction in the use of periodical indexes: *Reader's Guide and Supplement*, *Statesman's Yearbook*, *Who's Who*, *Who's Who in America*, *World Almanac*, *Poole's Index*

Qualifications of a good librarian personality, neatness, accuracy, courtesy, interest in people, adaptability, quickness of comprehension and action

Educational courses in the use of the library

Character building through books

Developing literary tastes: raising standards

Making the library attractive: use of potted plants, flowers, statuary, window shades, pictures, arrangement of book jackets, posters, and bulletin board

The selection of books for the private library, the school library, and the public library

Study of popular and classic books    What makes them popular or classic?

Illustrations in books: photographs, pictures, graphs, cartoons, drawings, colored plates

Study of book illustrators and their work

Methods of book and magazine printing and binding

Book parties with games, charades, conundrums, and other contests concerning titles, authors, scenes, and characters of books

Encouraging the use of the library

Making posters for Leisure Hour Enjoyment and Book Lists

Campaigns of Book Week, Library Week, Visit the Library Daily, and Read Week

Publication of book reviews in school paper

Getting variety in one's reading

"Book chats" or "Gossip Shop"

Assisting the librarian in her regular library work and in her program of educating and interesting the school in its library

Visits to public and private libraries for purposes of study of arrangements, methods, procedures, material, and other information

Visits to book departments of large stores having displays or lectures

Assembly programs of instruction, and information about new books, authors, stories, as well as plays, pageants, and dramatizations, pantomimes with music from the operas, living pictures

Methods of reading and enjoying a book

Great men and women and the books they read and liked

Coöperation with Book Binding, Book Lovers, Mythology, Poetry, and other clubs on topics of mutual interest

Collection, development, and use of slogans and mottoes in promoting library usage

Writing original poems, jingles, sketches about books, characters in books, and care of books

Vocations in library science and opportunities for education in these: public librarian, children's librarian, high-school or college librarian, hospital librarian, industrial librarian, county or rural librarian

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The American Library Association, 86 E. Randolph St., Chicago, publishes many pamphlets and other materials of value to this club. See also the catalogue of the H. W. Wilson Company, 958 University Avenue, New York.

Library schools and the local school or city librarians are other sources of material of interest and value to the Library Club, Poetry, Booklovers, and similar clubs.

Many fine suggestions on display and publicity may be obtained from visits to book stores and book departments of large department stores. Exhibits showing the various materials and processes of paper and book manufacture may be borrowed through local book sellers and agents.

## LITERARY

AVON, IRVING AND LOWELL, TENNYSONIAN, SHAKESPEAREAN, ROMANCERS, PHILOMATHIAN, ATHENÆUM, EMANON, DELPHIC, LANIER, BIBLIOPHILE, THE ROUND TABLE, THE ROSTRUM, PALATHEA, ALETHEAN, QUI VIVE, ALACIUS, PLATONIAN, MIMERIAN, TWENTIETH CENTURY, ALPHA, PIERIAN, BLUE STOCKING, WE MODERNS, BOOK-SHELF, LITERARY FRIENDSHIPS, CULTURE, LITERARY SOCIETY, BROADENING

## ACTIVITIES AND PROGRAM MATERIAL

The aims, purposes, materials, and methods of the literary society

The history of literary societies from ancient times through the "Rhetoricals" and up to the present

A great many different types of programs are possible in the Literary Club because of the inclusiveness of the field of literature. For instance, programs may be built around authors — sex, age, nationality, etc. — art, music, fiction, nature lore, traditions, customs, etc. Program material on a number of these — poetry, drama, music, art, short story, etc. — may be found in the discussions of these clubs in this book. The following material will indicate some of the other possibilities in programming the Literary Club.

Literature of different ages. *The Book of Job*; the *Odyssey*, Tennyson, *Locksley Hall*; Plutarch's *Lives*; *Beowulf*; *The Acts of the Apostles*; Fitzgerald, *Rubaiyat of Omar Khayyam*; Malory, *The Holy Grail*; Machiavelli, *Prince*; Franklin, *Autobiography*; Whitman, *War Poems*.

Religion and philosophy. Various books of the *Old and New Testaments*, *Sayings of Confucius*, the *Koran*; the *Talmud*; Bunyan, *Pilgrim's Progress*; Pascal, *Thoughts*; hymns of the modern churches, Tennyson, *Flower in the Crannied Wall*, *In Memoriam*, and *Crossing the Bar*; George Herbert, *The Temple*; Browning, *Prospice* and *Rabbi Ben Ezra*; Bryant, *Thanatopsis*; Holmes, *The Chambered Nautilus*.

Politics. Cicero, *Letters*; More, *Utopia*; Bacon, *New Atlantis*; Goldsmith, *The Deserted Village*; Tennyson, *Locksley Hall*; *The Mayflower Compact*; *The Declaration of Independence*; Washington, *Farewell Address*, Lincoln, *Gettysburg Address*; and others.

Drama. Aeschylus, *Prometheus Bound*; Marlowe, *Doctor Faustus*; Shakespeare, *King Lear*, *Hamlet*, *The Tempest*, and others; Milton, *Comus*; Goethe, *Faust*; Schiller, *Wilhelm Tell*.

Essays Montaigne, *Of Friendship, Of Books*, and others, Bacon, *Essays*, Addison, *Westminster Abbey*; Defoe, *The Shortest Way with Dissenters*, Ruskin, *Sesame and Lilies*; Emerson, *Essays*, Thoreau, *Walking*, Lowell, *Abraham Lincoln*, Lamb, *Essays of Elia*

Narrative poetry and prose fiction Aesop's *Fables*; *The Arabian Nights Entertainment*; Cervantes, *Don Quixote*; Burns, *Tam O'Shanter*, Coleridge, *The Ancient Mariner*; Scott, *Lockinvar*; Byron, *The Prisoner of Chillon*; Keats, *The Eve of St Agnes*, Grimm, *Household Tales*; Andersen, *Tales*; Tennyson, *The Lady of Shalott*, Longfellow, *Evangeline*, *Paul Revere's Ride*; Whittier, *Maud Muller*; Lanier, *The Revenge of Hamish*; Masfield, *Right Royal*.

Recognition contests and games on authors, books, birthplaces, characters, musicians, compositions, scenes, places, situations, etc.

Reading of original poetry, essays, stories, character sketches, scenes

Recitation of selections from poems, stories, dramas, scenes, and orations

Reading of humorous selections and declamations

Dramatizations of stories, scenes, poems, stunts, acts, short plays, farces

Contests in original poetry, stories, playlets, scenarios, and skits

Foreign literature programs: French, Spanish, German, Italian, in cooperation with these Foreign Language Clubs

Celebration of special days — Armistice Day, Flag Day, State Day, Christmas, Arbor, and Bird Days, great birthdays, anniversaries, and memorial days — by appropriate programs of poetry, music, recitations, readings, declamations, debates, and dramatizations

Dramatizations, pantomimes, shadowgraphs, puppet shows, and similar activities may be used not only in the regular club meetings, but also in assembly, home room, and high school night entertainments.

Famous literary groups and friendships: the Greeks on their walks; the Romans in their public baths; Johnson and his famous circle; Burns at the "Tam-O-Shanter"; Addison, Steele, Swift, and others at the coffee shops; O Henry with his colleagues in his "Modern Bagdad"; Thomas Bailey Aldrich, Whitman, and others of the "Bohemian Circle"

"The Literary Beginnings" of American authors. (See Burgess, *My Maiden Effort*)

A great many valuable programs on interesting topics may be worked out in cooperation with the other clubs of the school. These programs become joint projects and are attended by both clubs. In order to suggest the many possibilities in this type of cooperation, a few programs will be presented.



FIGURE 4. An attractive method of presenting characters and scenes of well-known classics The gymnasium, converted into a "Tabard Inn," makes an ideal setting for such presentations during Education Week or on School Night. One pupil relates briefly the story of each classic. The above pictures were taken at the Senior High School, Wilkes-Barre, Pennsylvania.



This list is not complete but merely suggestive of what may be accomplished. Many of these programs are worthy of school assembly scheduling

Poetry: poetry of the ancients; Old Testament poetry, child poets, contemporary poetry, original poetry by members of the club; reading and recitation of famous poems, biographies and anecdotes of the lives of such poets as Longfellow, Whittier, Tennyson, Byron, Keats, Shelley, Sandburg, Frost, Masters, Lindsay, Lowell, and others. This program might be given on "Poetry Day" and made available to the school through general assembly in cooperation with the Poetry Club

Reports on biographies: Edward Bok, Queen Victoria, Mary Queen of Scots, Julius Caesar, John Burroughs, Thomas A Edison, Abraham Lincoln, Edward MacDowell, Wright Brothers, Theodore Roosevelt, James Whistler, Alfred Nobel, Mayo brothers, Madame Curie, Alexis Carrel, Ferdinand Foch, John Muir, Louis Pasteur, Robert E Lee, Helen Keller

Travel: reports on visits and travels to various cities, places, and items about the country and the world, illustrated with pictures, slides, and post cards; the talker may act as "guide" on the trip; famous travelers and their travels, poems and literature on travel, places, and cities, for instance, Sandburg — *Chicago*, Marquis — *New York*, and Alvord — *Woonsocket, City of the Mills*. Other travel material might come from such classics as *Voyages to Vinland* from Saga of Eric the Red, Cabot, *Discovery of North America*; Goldsmith, *The Traveller*; Dana, *Two Years Before the Mast*; Emerson, *English Traits*; Darwin, *The Voyage of the Beagle*; and others. In cooperation with the Travel Club

Animal life: The desert Bedouins and their camels; reindeer industry in Alaska; relation of the Kentucky thoroughbred to the Arabian horse; exhibition of pets and stories concerning them; life of a Monarch butterfly; birds, reptiles, fish, and other animals Literature — Burns, *To a Field Mouse*; Ouida, *Dog of Flanders*; Twain, *The Leaping Frog*; Sheppard, *The Black Horse and His Rider* In cooperation with the various Book Lovers Clubs, Nature Study Clubs, and Poetry Clubs

Architecture: slides, pictures, and drawings of famous buildings, cathedrals, churches, castles, bridges, skyscrapers, and capitol buildings; interesting items about local buildings, reading of Ruskin's essay, *How Nations Build*. In cooperation with the Architecture Club

Indians: Indian myths, legends, and folklore, stories of Indian wars and massacres; burial customs; marriage ceremonies, Indian music and instruments; Indian games and recreations; reading of parts and reviews of great stories of the Indians such as Cooper's *Leatherstocking Tales*, Longfellow's

*Hiawatha*; Music about the Indians — "By the Waters of Minnetonka"; "Indian Love Call," from *Rose Marie*, and others In cooperation with Music, History, and Geography Clubs

Camps and camping *Living in Tents* by Henry Van Dyke, and material from the life of John Burroughs, Ernest Thompson Seton, Dan Beard, and John Muir In cooperation with the Camping, Cooking, Swimming, Sailors, and Nature Study Clubs

Myths and Legends ancient mythology, Thor, Bellerophon, Hercules, Ulysses, Æneas, Perseus, Orpheus, Theseus, Apollo, Mars, Pluto, the Nymphs, Venus, Vulcan, and Prometheus, myths in music — "The Ride of the Valkyries," "Wotan's Farewell," "Magic-Fire Spell," "Erlkönig," "Dance of the Dwarfs," and "A Midsummer Night's Dream", mythology of the Indians, Norsemen, Arabs, and others. In cooperation with the Mythology, Music, Latin, Book Lovers, and Poetry Clubs

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- St. Nicholas*, Century Company, 353 Fourth Avenue, New York.

Lantern slides on many well-known literary works may be obtained from Eastman Educational Slide Company, Iowa City, Iowa; Pilgrim Photoplay Exchange, 804 South Wabash Avenue, Chicago; Keystone View Company, Meadville, Pennsylvania; Metropolitan Museum of Art, New York; Society for Visual Education, 327 LaSalle St., Chicago; and from many museums and state departments of education

Motion pictures of well-known works may be obtained from Edited Pictures System, Inc. 71 W. 23rd St., New York; Famous Players Lasky Corporation, 485 Fifth Avenue, New York; Fox Film Corporation, New York City; Kodascope Library of Films, 35 W. 42nd St., New York; Pathé Exchange, Inc., 35 W. 45th St., New York; and Pilgrim Photoplay Exchange, 804 South Wabash Avenue, Chicago, Illinois

Additional material may be found in the discussions of the Poetry, Book Lovers, Mythology, Writers, Dramatic, Story Telling, Music, Art, Nature Study, and Foreign Language Clubs

## CHAPTER V

### FOREIGN LANGUAGE CLUBS

The main purposes of the foreign language clubs are to acquaint the member with the literary, music, scientific, artistic, and historical contributions made through these languages; to increase the member's understanding and appreciation of his foreign neighbors, their institutions, customs, manners, traditions, ideals, beliefs, character, spirit, and life; to show him the relationships between these peoples and his own; to increase his desire to emulate particular traits such as courtesy, graciousness, and other worthwhile qualities; to familiarize him with the geography of the country, its scenic wonders, beauties, and other natural phenomena; to acquaint him with famous feats of engineering and building; to show the relation of these languages to further study in medicine, engineering, and other professions and sciences; to give opportunity for the development of greater facility in reading and speaking the language; to increase the general culture of the member; in short, to broaden the whole outlook of the member so that he will think in terms of world fellowship.

The work of the language club will be much less formal than that of the regular class and a greater variety of types of material may be utilized. All too frequently the mass of declensions, conjugations, parsing, and other necessary activities of the classroom prevent the pupil from seeing the foreigner as he really is. He learns little about the peoples themselves, their life and customs. "Dramatization" might well be the keyword of the program of the Foreign Language Club. The club offers an

opportunity for the dramatization, demonstration, or illustration of these many topics. In other words, instead of the member being merely a learner about the language he, by means of his dramatization, game, or demonstration, becomes a German, Roman, or Frenchman, and does the things which these people do and in the way in which they do them. Trips, travels, games, amusements, projects, and other means of providing these "make-believe" situations will be found in the discussion of these clubs.

### LATIN

CLASSICAL, S P Q R, EXCELSIOR, SENATUS, SOCIETAS LATINA, SODALES, AMICI LATINAE, ROMAN STATE, VERGILIANS, CICERONIANS, CÆSARIANS, DIDOES, ACADEMEIA, DECIMA  
LEGIO DE — .

### ACTIVITIES AND PROGRAM MATERIAL

Dramatization of Roman Wedding, Roman Banquet, Roman Court, Roman School, Roman Senate Meeting, Roman Feasts, Family Quarrel, Courtship, Roman Games, Stunts, and Recreations, Roman Business Activities, Roman Church Scenes, Sight-Seeing in Ancient Rome, School-boy's Dream, Patriotic Celebration, Funeral, Entertaining a Guest, The Family at Dinner, A Roman Party, Wearing of Roman Clothing

Drawing a map of ancient Rome, locating important streets and buildings

Study of famous Roman buildings — Coliseum, Wall of Aurelian, Pompey's Theater, Forum, Mamertine Prison, Servian Wall, Arch of Septimus Severus, Arch of Constantine, Appian Way, ancient aqueducts — by the use of models of cardboard, paper and soap, pictures, postcards, drawings, slides, etc.

Study of pictures, sculpture, mural decorations with Roman figures or themes

Collection and study of Roman curios, pottery, coins, pictures, jewelry, ornaments, and trinkets

Presentation of Latin plays such as *Ex Muri* (Plautus, *Rudens*), *Perseus et Andromeda*, *Gens Togata*, and others frequently found in Latin textbooks

Construction and exhibition of charts showing Latin influence on English words and phrases

Relation of Latin to French, Spanish, and especially Italian

Study and consideration of common Latin phrases and Latin mottoes such as:

*Caveat emptor* — Let the buyer beware

*Mens sana in corpore sano* — A sound mind in a healthy body

*Cogito; ergo sum* — I think; therefore I am

*Labor bono publico* — For the public good

*Abeunt studia in mores* — Pursuits develop into habits

*Labor omnia vincit* — Labor conquers all

*Ubi mel, ibi apes* — Where the honey is, there are bees

*Veni, vidi, vici* — I came, I saw, I conquered

Practical use of common Latin words and expressions: *pro rata, per capita, bona fide, ad valorem, pro tempore, ipso facto, in re, versus, habeas corpus*

Latin in the professions. law, medicine, dentistry

Biographies of famous Romans: Cicero, Catalne, Antony, Pliny, Livy, the Caesars, Virgil, Cato, and others

Roman mythological characters and our conception of them as reflected in our words: Hercules (herculean), Vulcan (volcano), Pan (panic), Mars (martial), Ceres (cereal)

Identification games: assembling cut-ups of famous Romans; recognition of initials, pictures, reputation; matching famous pairs, Jupiter and Juno, Cicero and Terentius

Games and stunts. "ghost," identification games with the use of posters arranged about the room, charades, "know thyself," continued story, spell down

Latinizing names of club members: Georgius, Dorothea, Johannus, Carlus, Clara, Henricus, Stella, Maria

The story of Pompeii and Herculaneum

Manners and courtesy in Roman times

Customs and traditions of the Romans

Games, stunts, and recreational activities; amphitheater activities

How the Romans dressed: types, materials, making and wearing a toga at club meetings or ceremonials

Palatine Hill, the home of aristocracy

The development of the Roman home from the atrium to the one described by Johnston in *The Private Life of the Romans*: materials, construction, decoration, arrangements, furniture, heating, lighting, conveniences, protection from weather, rooms, tenement houses

Roman foods, drinks, recipes, dishes, and menus, methods of preparing and serving food, entertainment

The music and musical instruments of the Romans

The conditions and methods of transportation and travel

Roman feasts, festivals, and holidays their celebration; Saturnalia, Carnivals, Liberalia, Ceres, Faunus, Decennial Games

Methods of conducting a Roman funeral

Great cities of ancient classical times

Study of courts and procedure at law

Roman politics and elections

The ethical ideals and standards of the Romans

The Roman slave: types, education, uses, treatment

Roman children pets, playthings, games, and education

Women and their place in Roman times

Roman slaves and clients

How the Roman spent his day

Organization, equipment, and use of the Roman army

Latin names and their meaning

Religious customs of the Romans: blessing of animals, list of Roman greater and lesser gods and goddesses, using both Greek and Latin names; altars; gods of the water and underworld; the interpretation of dreams; celebration of Easter time; pagan religions

Roman roads. their names, types, construction, materials, and uses, their effects on Romanization, on the spread of Christianity

Education among the Romans: purposes, types, organization, materials, methods, and equipment

An imaginary trip to ancient Rome. certain members act as guides to particular buildings and places Drawings and models help to make the journey real. The same kind of trip might be made later to modern Rome for purposes of comparison Travel on ship *Latanalia*

The attainment of a suitable Roman Club room with appropriate mural decorations, furniture, pictures, busts, statuary, draperies, maps, and other equipment

The publication of a Latin paper (*Pro Latina*; *Nuntius Amici Latinae*, *Pro Arte*; *Fragmenta Latina*) or magazine suitably illustrated

Memorization of Latin quotations: The American's Creed, flag salute in Latin

Translation of religious and popular selections. The Lord's Prayer, Mother Goose Rhymes, riddles, anecdotes

Trips to museums to see, inspect, and study statuary, busts, models, relics, etc.

Presenting to the school a bust of Virgil or Cicero; statue of Minerva; Greek statues; picture of famous Roman buildings

Latin and radio: consideration of the origin of such terms as aerial (*aer*), terminal (*terminus*), conductor (*con duco*), detector (*detego*), generator (*genero*), antennae (*antenna*), crystal (*crystallum*), dial (*dies*)

The school songs and yells translated into Latin

Reading the Latin version of the Scriptures

Correspondence in Latin: members write to each other, and bring in imaginary letters and correspondence from famous Romans, business men, lawyers, contractors, travelers

Singing of such well-known Latin songs and hymns as "Adeste Fideles," "Integer Vitae," "Alma Nox, Sancta Nox," "Gaudeamus Igitur," "Mica, Mica, Parva Stella."

Singing of rounds in Latin: *Cæsar Habet Unam Legionem*, *Nonne Dormis*, and *Yankee Doodle*

A study of what such words as pen, jubilee, rostrum, patrician, plebeian, tribulation, unanimous, valedictory, and subpoena suggest

Excavations in Rome: purpose and values, history, support, methods, results

Latin debates: between Virgil and Cicero, Cæsar and Hannibal, Brutus and Antony

Consideration of state and national mottoes from the Latin: Labor Omnia Vincit (Oklahoma), Dirigio (Maine), Excelsior (New York), Regnant Populi (Arkansas), E Pluribus Unum (National), Sic Semper Tyrannis (Virginia), Justitia Omnibus (District of Columbia), Ad Astra Per Aspera (Kansas), Ditat Deus (Arizona)

Reading and telling of stories, myths, and narratives in Latin

Reading of English plays, books, and stories with Roman settings: *Julius Cæsar*, *Last Days of Pompeii*, *Coriolanus*, *Quo Vadis*, *Ben Hur*, *A Friend of Cæsar*, *Cicero and His Friends*, *Roman Life in the Time of Pliny*, *The Standard Bearer*, *Pictures from Roman Life and Story*, *Church's Stories from Herodotus*, *Lays of Ancient Rome*, *The Unwilling Vestal*, *Andivius Hedulio*, *The Glorious Adventure*, *The Iliad and Odyssey*, *Troilus and Cressida*

Celebration of special days with appropriate programs: prophecies by the Oracle at Hallowe'en; Christmas carols in Latin; Valentines containing Latin verses and quotations sent to each other on St. Valentine's Day; prayers and thanksgiving in Latin at Thanksgiving time



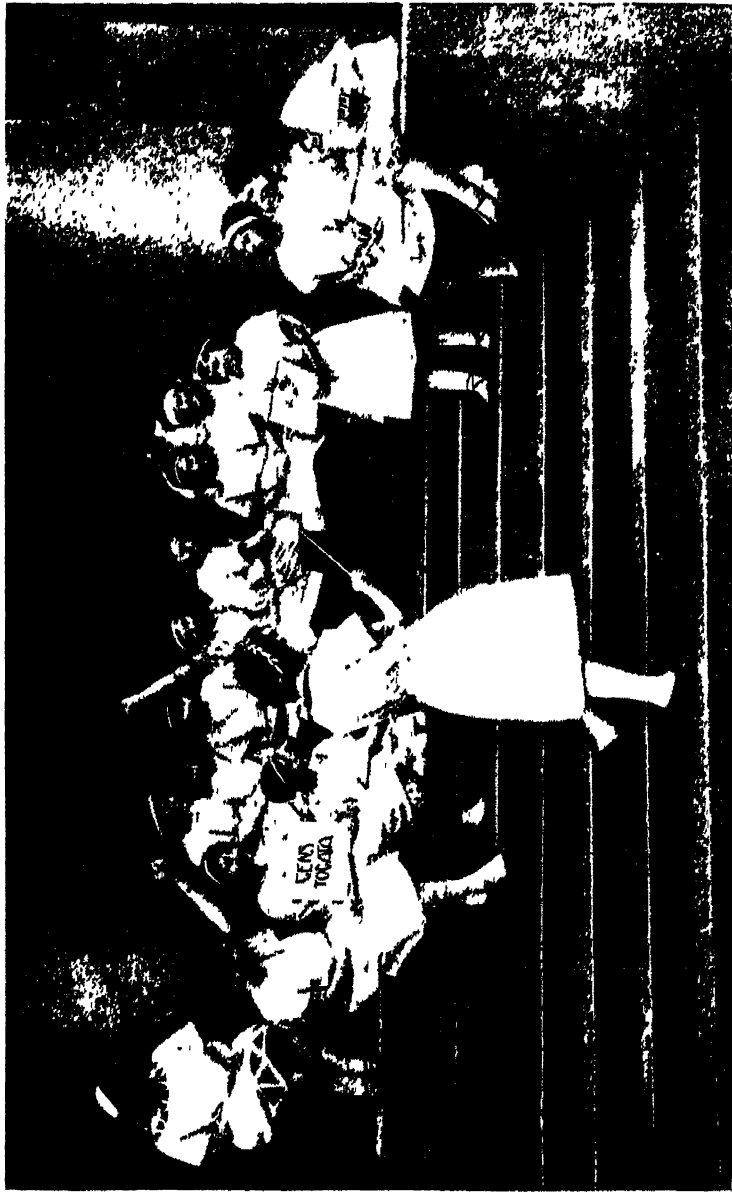


FIGURE 5. The steps of the school building give this Latin Club, "Gens Togata Aliquippensisae," of the Harding High School, Aliquippa, Pennsylvania, a classical background. The costumes were made and decorated by the girls themselves

Comparisons between Romans and Americans — Cicero and Lincoln (in February)

Tableaux: The Fates, Pandora, Niobe and Her Daughters, Cordelia and Her Jewels

Dialogues. between Father and Son, Slave Owner and Slave, Business Man and Customer, Parent and School-Teacher, Two Spectators at the Chariot Race or Amphitheater Games, Men of Different Political Beliefs

A large number of sets of slides and pictures on such topics as ancient Rome, travel, dress, houses, games and recreations, trades, writing materials, stories from Ovid, the Gallic War, portraits of distinguished Romans, and others are now available and may be used to good advantage.

Several films depicting Roman life and times have been made. Among these are *Julius Caesar*, *Spartacus*, *Last Days of Pompeii*, *Quo Vadis*, *Ben Hur*, *Cabiria*, *The Descent into Avernus*, *In the Days of Nero*.

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## FRENCH

LE FOYER, LA SOCIÉTÉ FRANÇAISE, LES JOYEUX FRANÇAIS,  
NOUS AUTRES, LE CERCLE LAFAYETTE, LE CERCLE JOFFRE,  
CÉNACLE, L'ALLIANCE FRANÇAISE

## ACTIVITIES AND PROGRAM MATERIAL

Discussion of the origin and development of the French language

The influence of French on English Literature

Biographies of famous French authors: La Fontaine, Alexandre Dumas, Anatole France, Victor Hugo, Guy de Maupassant, Chateaubriand

French artists, sculptors, architects, furniture designers, modistes, designers of china, interior decorators

Study of French customs and traditions

Singing of French songs: "La Marche Lorraine," "Chanson Normandie," "Il Était une Bergère," "La Parisienne," "Au Claire de la Lune," "Le Rosier," "La Marseillaise," "Noël," "Jour de Lumière"

Translation and singing of American songs, popular, folk, national, and religious: "Le Drapeau Étoilé"

Dramatizations of French poems, scenes, and skits

Study of French institutions, government, education, railways, industry, commerce, army, and navy

Special reports on French literature: drama, comedy, epic and lyric poetry, fables, short stories, histories, oratory, essays, memoirs

Appropriate celebration of French national holidays and festivals

Study of famous French rulers: Charlemagne, Henry IV, Louis XIV, Louis XVI, Napoleon, and others

Famous cities of France and their products or contributions: Rheims, Lyon, Cannes, Nice, Paris, Calais, Amiens

Illustrated lectures on or trips to see the beauties of France: the Roman remains; the battlefields; the châteaux and castles; government and state buildings; parks and beaches; cathedrals and churches; streets and boulevards; famous landmarks and historical monuments, arches, and markers; items of unusual interest such as Le Louvre, Notre-Dame de Paris, L'Opéra, L'Hôtel de Ville, Le Panthéon, La Tour Eiffel. The various members of the club act as lecturers or guides for the various trips. The guide presents his place, building, battlefield, or park by means of clippings, pictures, post cards, drawings, and shows and explains (in French) its history, develop-

ment, importance, and beauty. Sightseers may ask questions about the place being visited. At the completion of the trip schedule, the club votes on the best guide

France as the leader of the world's fashions.

Games, amusements, and stunts, such as

Get-acquainted conversation name, home, father's occupation, etc.

Reading aloud of an anecdote to the club

Playing the game, "The Prince of Paris Has Lost His Hat."

Promenade. All must speak French while on it.

"Je pense à quelque chose." "Qu'est-ce que c'est?"

Divided fable. Cards are issued which have parts of sentences in French. Completed story must be collected, connected, read, and told.

Bill of fare, naming the things one would like to have for dinner

Geography recognition game

Blind-man's Buff

What is it? Card with name of flower, bird, or animal pinned on individual's back. Person must guess what is on his tag before he may remove it to the front

What I see in the picture. Naming in French everything in a picture "Buzz" and similar games

Naming in French a number of pictures, drawings, and photographs hung around the room. A certain time is allowed and the person having the largest number of correct answers wins the contest

Club roll call member responds with quotation or statement in French

Vocabulary: each member must respond with a word for each letter of the alphabet.

"Connaissez-vous Paris?"

Buying: each person makes up a list of the articles he would buy on a trip. A variation is for the club to divide into buyers and sellers and make transactions.

Fruit Basket, Flower Basket, Bird Nest, or Zoo: using French names of fruits, flowers, birds, or animals, instead of English

Proverbs: one member starts a proverb and another finishes it.

Authors: using French cities, authors, rivers, cathedrals, etc.

Spell downs: using translations, synonyms, antonyms, matching words, and idiomatic expressions

Orders: sides and members take turns at ordering and seeing that the orders are obeyed exactly. Failure means additional orders or forfeits.

Charades and similar activities

Anagrams and anagramming

Packing a trunk: naming in French the articles to be taken on a trip

Restaurant: members act as waiters, customers, and chefs

Parliamentary practice in French

Talks by outsiders or teachers who have visited France

Conversation on subjects previously assigned, or assigned at meeting

Impromptu speeches on topics assigned, or selected by chance, as by drawing them from a hat. These topics are written or typed on small slips of paper and during a two-minute period exchanges with other members may be made.

Dramatization and playlets: *Le Père Noël*, *Les Romanesques* (Rostand), *La Belle et la Bête* (Duprez), *Les Précieuses Ridicules* (Molière), *Le Médecin Malgré Lui*, *La Poudre aux Yeux*, *La Surprise d'Isidore*, mock wedding, family at dinner, courtship, French school, French games and stunts, a court trial; tableaux — La Guillotine, Napoleon Bonaparte, Jeanne d'Arc, Treaty of Versailles, Signing the Armistice

Progressive conversation, with members "moving up" one chair when signal is given

Impromptu dialogues on topics assigned or drawn by lot

Continued story started by one who tells a part and then designates another member to continue

Singing of songs from such books as *Les Chants de France*

Singing of famous war songs, American and French

The presentation of French plays or scenes

Letters in French to French boys and girls

Correspondence in French with other French Clubs

French on the victrola: opera, pronunciation, recitations, songs

Reciting French poems and verses

Study, practice, and presentation of French folk dances

Promotion of a French fashion show

Talks by veterans on World War

Study of French paintings, architecture, and sculpture

Visiting French families in the neighborhood

Visits to museums, exhibits, and shows displaying or demonstrating French material, processes, customs, ideals, history

Debates in French subjects and sides may be assigned or drawn by lot.

The reading of French newspapers and magazines such as *Le Petit Journal*, *La Revue des Deux Mondes*, and others

French advertisements · railroad, travel, commercial houses and hotels, folders of various kinds, descriptive circulars, advertisements in French papers and magazines

Current events · school, community, or national, given in French

Visits to the theater, movie, or opera to see and hear French presentations, music, and dramatics

Collection and exhibition of French stamps, coins, novelties, postcards, trinkets, posters, and advertisements

Assembly programs with suitable introduction, explanation, songs, dramatics, dances, and impersonations

Keeping of scrapbook, club or private, with clippings, pictures, advertisements, and photographs

Vocational opportunities in French, teaching, interpreting, translating, etc., and methods of training for these opportunities

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In the various numbers of the *Modern Language Journal* will be found suggestions and material for the French Club. Photographs of interesting and beautiful parts of France, buildings, rivers, scenes, etc., may be obtained from the French Government through the office at 342 Madison Avenue, New York City.

## GERMAN

DER DEUTSCHE VEREIN, DER DEUTSCHE KREIS, PRETZEL,  
RHINELANDERS, GOETHE

## ACTIVITIES AND PROGRAM MATERIAL

The history and development of the German language

The place, value, and use of German in scientific investigation in law, medicine, engineering, education, and the sciences

Conversation and vocabulary games such as · "*Ich ging zu meiner Tante, und zum Abendessen hatten wir* —"; charades; jokes, riddles, conundrums, and other games with humorous material; vocabulary "bees"; spell downs and count outs using English and German equivalents, "*Ich*



*fahre auf zwei Wochen nach Berlin, daher packe ich meinen Koffer mit —*”, “*Während ich zum Wagenfenster hinausblücke, sehe ich —*”, colors, vegetable, flower, and fruit basket, zoo; “*Für Weihnachten wünsche ich mir —*”, window shopping, “*Wir haben ein Haus gebaut und (wir) moblieren es mit —*”, “*Für unsere Bibliothek werden wir diese Bücher kaufen —*”, and pictures — “*Für den Phonographen werden wir diese Platten kaufen —*”, divided fables; “*What am I?*”, holding of a walk, hike, or party at which only German is spoken

Conducting the business of the club in German

Telling of stories from Hans Christian Andersen's *Fairy Tales*

Dialogues from *William Tell* and other stories

Reading and memorization of selected passages from well-known works

German contributions in education, art, engineering, science, law, and medicine

German cities: Berlin, Königsberg, Breslau, Dresden, Halle, Nurnberg, Munchen, Leipzig, Hamburg, Bremen, Frankfurt, Stuttgart

An extended imaginary trip through Germany makes a good general theme for a year's program. All the usual necessary procedure will be studied, discussed, and carried out; getting passports, booking reservations purchasing suitable clothing and equipment, and making other preparations. The trip may last for the entire year and each program of the club be built around some particular phase, place, or item. The various cities, places, and items of interest will be illustrated with postcards, pictures, drawings, or other illustrations and appropriate discussion of authors, musicians, generals, scientists, artists, educators, and their contributions will be made. The “Guides” will be members of the club, each of whom specializes on some particular phase of the trip and, at the proper time, presents his phase. Much fine material for this purpose, such as folders, posters, advertisements, and circulars, can be obtained from travel bureaus, transportation companies, hotels, and other institutions interested in travel.

Assembly programs may be arranged consisting of suitable songs and music, recitations, short plays, or scenes in German, dramatizations of customs, dances, games, and sports, amusements, traditions, and stories, and tableaux of famous scenes, individuals, or pictures.

Singing of German songs, national, popular, and folk songs

Translation of English jokes, songs, and hymns, creeds, famous selections, Mother Goose rhymes, slogans, and verses

Correspondence with German children. This correspondence may be arranged through the educational authorities. Exchange may be made of

trinkets, postcards, pictures, souvenirs, clothing, handkerchiefs, books, magazines, and other articles.

Study of current events in Germany

Appropriate celebration of birthdays of great Germans authors, musicians, artists, sculptors, soldiers, engineers, teachers, and scientists

Study of great authors and their contributions: Goethe, Schiller, Heine, Lessing

German music and musicians: Wagner, Bach, Handel, Haydn, Mozart, Beethoven, Schumann, Schubert, Mendelssohn, Liszt, Strauss, Brahms

Public education in Germany ideals, types of schools, materials and equipment, the methods of teaching

Reading of current German newspapers and magazines

Domestic and family life, customs, and traditions

German holidays, festivals, and other public celebrations

German amusements, sports, athletics, games, and similar activities

Visits to German homes of the neighborhood

Having as guests the German pupils of the school who are not members of the club. Some of these might furnish a part of the program for that day.

Writing of original poems, songs, stories, playlets, and scenes in German. The best of these should be included in the magazine or record of the club for the year. They will be suitably illustrated. All of them may be used in the club programs and some of them might well be used in the assembly program.

Practice in writing the German script

Visits to the theater to see movies, dramas, opera, and music with German background, setting, stories, and characters

Collecting and donating trinkets, souvenirs, clothes, dressed dolls, newspapers, and magazines, and other material for the school library or museum. This work should be done in cooperation with the Library or Museum Club.

Contests, stunts, and games in matching and recognition, names, authors, musicians, places, events, characters, cities, customs, literature, amusements, history, etc. These games may be played with unnamed pictures and illustrations, cut-outs, cut-ups, and with suitable questions.

Visits to exhibits, museums, German homes, and other places where furniture, clothing, pictures, music, transportation facilities, textiles, food, customs, history, and traditions may be seen and studied.

Study of the vocational possibilities in German: teaching, research and scientific work, translating, interpreting, etc.

Methods of educating and training for these vocational opportunities

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- KRON, R. *German Daily Life.* Newson and Company.
- PITMAN, I. *Commercial Correspondence in German.* Isaac Pitman and Sons.
- POLLARD, P. *Masks and Minstrels of New Germany.* J. W. Luce Company.
- TEUSLER, M. J. *Games for German Conversation.* Henry Holt and Company.
- WALTER-KRAUSE. *German Songs.* Charles Scribner's Sons.

Much fine material will be found in past and current numbers of *The Modern Language Journal*, Oxford, Ohio. Travel folders, maps, pictures, etc., may be obtained from steamship and travel agencies; calendars containing beautiful views may be obtained in November and December from import houses; post cards may be also collected from these and similar sources. Use may also be made of such German newspapers as *New Yorker Staatszeitung*, New York City.

## SPANISH

ESTUDIANTES ESPAÑOLES, DON QUIXOTE, DON JUAN, ADELANTE, MAÑANA, LOS DONES Y LAS DOÑAS, LOS ESPAÑOLES, LA TERTULIA, EL CIRCULO CASTELLANO, LA LUZ, LAS ESTRELLAS, LA AURORA BOREAL, SIEMPRE VIVA, LA HISPANIOLA, CASTELLANO, HISPANO-AMERICANO

## ACTIVITIES AND PROGRAM MATERIAL

The history of the Spanish language: origin and development  
 The geographical distribution of Spanish-speaking peoples  
 Famous Spaniards and their contributions

Study of and dramatization of Spanish holidays and their celebration, Spanish recreations, games, and stunts

Conducting of the business of the club in Spanish. reading the minutes of the last meeting, giving reports, making motions, and transacting other business

Singing of Spanish songs. Many of these tunes are familiar to the members who already know the songs in English. The words may be translated into Spanish or Spanish versions may be obtained. Other songs may be learned with the aid of the victrola

Telling of short stories to the club: *El Puente de Segovia*; *Un leal Castellano*; *El Campeador*; *Las Tres Hijas del Rey Moro*; *El Mozo que Casó con Mujer Brava*; and others

Entertainment of the Spanish-speaking pupils of the schools who are not members of the club. These might furnish a part of the program.

Playing conversational games such as. Los Colores, Las Palabras, Proverbios, Mezclados, La Gallina Ciega

The use of jokes, riddles, conundrums, and proverbs in teaching conversations; other games and stunts to develop vocabulary and facility, such as, "For dinner I should like —"; packing a trunk; window shopping; "From the car window I see —"; "For Christmas I am going to buy —"; fruit, flower, or vegetable basket; zoo; furnishing a house

Holding a Spanish tea, dance, walk, or hike during which time only Spanish will be spoken

Buying Spanish books, magazines, and equipment for an imaginary library; records for the victrola, or pictures for the album or home

Assembly program or a program for the High School Night or "Activities Night"; parts or all of the play, *La Broma*, or such playlets as *El Barbero de Sevilla*; *Episodio en un Dormitorio*; *Mañana es Mañana*; *Uno de ellos Debe Casarse* may be given on this program and Spanish songs, dances, music, and a castanet or tambourine chorus be introduced

Another assembly program might be built around an imaginary trip through Spain: the traveler telling about methods of travel, famous cities, parks, castles, scenery, and other points and places of interest, illustrated, if possible, with slides, pictures, and demonstrations or dramatizations

Spanish cities: Barcelona, Valencia, Malaga, Cadiz, Seville, Cordova, and Madrid

Making a collection and study of Spanish posters and advertisements: folders and bulletins of railroads and transportation companies, commercial houses, hotels, and travel bureaus

An imaginary trip through Spain This trip may take a number of meetings or it may be the theme of the work for the entire year for each place visited will have its works of art, literature, customs, and history, and these can all be worked into the program Such a trip will begin with the first planning and will consider all of the necessary items and procedures. getting passports, making reservations, exchanging money, securing hotel and transportation accommodations, etc Visits may be made to the homes of famous musicians and authors and these individuals will greet the club and tell of their life and activities Naturally all this material will be handled by the club members by means of special reports after thorough study and investigation.

Translation into Spanish of American hymns, songs, creeds, jokes, rhymes.

A survey and study of Spanish architecture in the community

Writing of original poems, playlets, scenes, and stories in Spanish

Reading of dialogues and selected passages from Spanish authors

Correspondence with school children in Spain. exchange of gifts, souvenirs, postcards, pictures, trinkets, clothing, books, magazines

Reading and study of Spanish newspapers, magazines, and current literature: the geography, economic, political, military, and educational history of the Latin-American countries. Write to Committee on Collateral Relations with Latin America, 307 E. 17th St., New York.

Spanish music and musical instruments

Book and dramatic reports on such as *Don Quixote*

Spanish folk lore, legends, fairy stories, and fables

The work of the American teachers in Porto Rico

Visits to the theater and movie house to see plays, dramas, and musical comedies with Spanish backgrounds, settings, material, songs, and dances

Reports, with illustrations, pictures, drawings, and maps, on Spanish items, as the Spanish Armada, Louisiana, Spain and the Floridas

Spanish explorers and explorations in America

Spanish homes and domestic customs and activities, food, drink, dress, courtesy, traditions, and amusements

Purchasing, collecting, or making equipment or materials to be given to the school or perpetuated through the club: copy of *Don Quixote*, *Leyendas Españolas*; subscriptions to Spanish newspapers or magazines; Spanish shawls or clothing, dolls dressed in Spanish clothes; miniature Spanish ships, coins, jewelry, trinkets, ornaments, curios, souvenirs, and pictures. Some of this material might be donated to the school museum in cooperation with the Museum Club.

This club might provide coaches for weaker pupils and absentees, and assistants to the teacher of Spanish.

Recognition and matching games and contests with Spanish names, authors, musicians, places, cities, customs, literature, characters, and amusements. These may be cut-outs or cut-ups or merely unnamed items.

The making of a Spanish magazine with pictures, drawings, photographs, clippings, and original stories, poems, and verses

Visits to museums, Spanish homes, exhibits, and other places where clothing, furniture, textiles, pictures, transportation, food, customs, history, and traditions, and other phases of Spanish life may be seen and studied

Vocational possibilities in Spanish, teaching, interpreting, etc., and the opportunities and methods of educating and training for these positions

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BROOMHALL, EDITH J. *Spoken Spanish*. Allyn and Bacon.  
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DEVITIS, M. A. *A Spanish Reader* Allyn and Bacon.  
ESPINOSA, AURELIO M. *Cuentos, Romances y Cantares*. Allyn and Bacon  
— *Rompecabezas Españolas*. Allyn and Bacon  
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HARRY, P. W. *Anécdotas Españolas* Allyn and Bacon  
HENRY, RUTH L. *Piececitas Fáciles Españolas*. Allyn and Bacon.  
LUCE, A. *Canciones Populares*. Silver, Burdett and Company.  
MANUEL, J. *El Conde Lucanor* Allyn and Bacon.  
NORTHUP, GEORGE T. *An Introduction to Spanish Literature*. The University of Chicago Press.  
PERRIER, J. L. *A Short History of Spanish Literature*. G. E. Stechert.  
PITTARO, J. M. *Cuentos de España*. Allyn and Bacon.  
SPARKMAN, C. F. *Games for Spanish Clubs*. Columbia University Press.

##### MAGAZINES, NEWSPAPERS, AND BULLETINS

- Discos Victor en Español* (Catalogue of Spanish records). Victor Talking Machine Co., Camden, N. J.  
*La Prensa*, 245 Canal Street, New York City.

*El Eco*, Doubleday, Doran and Company, Garden City, New York  
*Hispania* A journal devoted entirely to Spanish Stanford University, California.

*The Modern Language Journal*, Oxford, Ohio

Publications of the Pan American Union, Washington, D C

*The Bulletin*. Monthly Beautifully illustrated English edition, \$2 50 a year, Spanish edition, \$2 00 a year

Pamphlets, in English or Spanish, on each of the eighteen Spanish-speaking countries Illustrated \$.05 each

Pamphlets in English, on sixteen different Spanish-American municipalities. Illustrated \$.05 each.

Pamphlets in English on six Pan-American products Illustrated. \$.05 each

*Seeing South America* An 80-page illustrated booklet, in English. \$.25 each

*Ports and Harbors of South America*. A 100-page illustrated booklet, in English. \$.25 each

#### SLIDES, PICTURES, AND GAMES

Stereopticon slides on Spain and Spanish America The Keystone View Company, Meadville, Pa.

Views and Pictures of Spain and Spanish-America. Underwood and Underwood, New York; E. M. Newman, New York; or The Publishers' Photo Service, New York.

*Spain, The Lure of Spain*, and many other beautifully illustrated booklets on Spanish cities may be had free of charge, by teachers, of The International Telephone and Telegraph Company, 41 Broad St., New York.

Spanish Realia and specialties may be purchased of Joseph Victori and Company, 164 Pearl Street, New York.

Spanish folders, postcards, magazines, etc., may be ordered of Figarola Maurin, Apartado 1046, Barcelona, Spain

Games for vocabulary practice may be obtained from Arka Game Company, 465 Post St., San Francisco, and from the Globe Book Company.

#### OTHER LANGUAGE CLUBS

Although found less frequently than Latin, French, Spanish, and German Clubs, there are a number of clubs in American

high schools which have similar ideals, values, and purposes. These clubs are organized along the lines of the Spanish or Latin Club and have a very similar program of activities.

Hebrew Clubs are found in the Boys' High School, Brooklyn, New York, and in the Washington Irving High School, New York City, under the names of the Ivriah Society and the Hatikvah Society, respectively. Their work consists mostly of a study of the old Hebrew life, literature, culture, customs, traditions, and music in an effort to learn, appreciate, preserve, and pass on these traditions and this culture.

Greek Clubs are not often found in the secondary schools because the subject is so rarely taught. In some instances, however, the work which a Greek Club would do might be done in the Classical Club, Art, History, or similar club.

Italian Clubs, such as *Il Circolo Italiano*, may be organized among students studying this language in the high school or among the Italian pupils of the school. Italian organizations such as the Christina Belgiosa and the Order of the Sons of Italy frequently assist in the promotion and development of these clubs.

Scandinavian Clubs are organized among Swedish and Norwegian students who are interested in studying the Norse languages, art, literature, music, traditions, ideals, and development. Viking Club is frequently used as a name for this organization, for instance, the club of the North Central High School, Minneapolis, is called by this name. Iduna is a name frequently used by Swedish clubs.

Portuguese, Polish, and other clubs of a similar nature may be, and are, organized in the schools in which the language is taught or in which there are a number of pupils who represent these nationalities.

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## CHAPTER VI

### ARTS AND CRAFTS CLUBS

The Arts and Crafts clubs may be divided into two main groups: those clubs in which the member produces works of art, and those in which the member consumes rather than produces. In general, the main purposes of these two groups are the same, that of building a permanent discriminatory interest in and the enjoyment of the good in art. The details of the aims of the two groups may differ somewhat.

The most important purposes of the nonproducing clubs are: familiarizing the member with the main principles, materials, methods, and ideals of the particular field; increasing his acquaintanceship with the famous and worthy works of art of various kinds and with the artists represented; teaching the place and importance of art as a refining influence in the emotional and artistic phases of human experience; developing an intelligent, discriminating taste for and a love of the beautiful; improving the ability of the member to interpret the work, and feel the inspiration of it; showing how art reflects customs, traditions, emotions, sacrifices, hopes, and beliefs, helping the member to relate art to his own home through its architecture, decorations—rugs, wall paper, pictures, colors, curtains and draperies—and arrangements; familiarizing him with the contributions of various countries, peoples, and times; adding to his general culture and refinement.

In addition to the above aims the producing clubs are interested in teaching the more technical phases of art, form, mass, color, composition, and the various materials and methods of

using them, giving opportunity for the individual member to develop his interest, creative imagination, worthy ideals, power, and force. In addition, he will learn the relation of his interest to the world at large and will, if professionally interested, continue to develop towards a definite place in the professional world. He will be assisted by the criticisms of the club and will, in turn, be broadened by the contacts with the interests of these other members.

## METAL

### ACTIVITIES AND PROGRAM MATERIAL

Material of the metal worker: sheet and wire; pewter, iron, copper, brass, silver, gold, and platinum

Tools and equipment: lamp, blowpipes, charcoal blocks, crucibles, draw plates, sand, wax, hammers and mallets, gravers, chisels, punches, files, coping saw frame and blades, pliers, vise, dividers, emery cloth, etc

Drawing the design: use of folded paper for symmetry

Transferring the design to metal by means of carbon paper; tracing on painted metal, or gluing pattern to metal and scratching outline

Smoothing and sawing out the design

Polishing the metal with abrasives, emery cloth, powdered pumice, etc.

Power polishing, leather or felt wheel: use of crocus powder, wax, rouge

Coloring the metal by use of liver of sulphur solution, turpentine, hypo, nitric acid, sulphuric acid, Ivory soap solution, verdigree finish, polychromed effects with powders and acids, wire drawing and beading

Making hinges, lock plate and hasp, watch fob, belt buckle, escutcheon plate, box corners, handles, book ends, desk sets, paper knife, pipe and tie racks, match holders, ash tray, bowls, boxes, chains, bracelets, cuff links, inkwell, lamps, lanterns, pendants, pins, rings

Stamping and spinning methods of metal working

Hammered work the bossing and raising methods

Making of tray, dish, vase, bowl, cup, inkwell, spoon by the hammering method

Planishing and the use of the planishing hammer

Annealing the metal and pickling

Riveting metal: making of Paul Revere lantern, stationery holder, candlestick, light shade

Making tin-can toys locomotive, auto truck, boat  
 Etching designs on metal. iron, brass, and other metals  
 Soft soldering and hard soldering or brazing equipment and methods  
 Tin-snip race soldering races such as match box soldering  
 Visits to museum, exhibits, jewelry stores, and factories  
 The use of ornamental metal, iron, brass, bronze in the school and home  
 The study of plating and enameling processes · cloisonné, champlevé,  
 repoussé, basse taille, plique à jour, encrusted, painted, transparent, opaque  
 Vocations in metal working  
 Training for the vocations in metal working

### REFERENCES

#### BOOKS

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 BROEMEL, F. *Sheet Metal Workers.* Frederick J Drake and Company  
 DAVIDSON, P. W. *Educational Metalcraft,* Longmans, Green and Company.  
 HOOPER, J., and SHIRLEY, A. J. *Handicraft in Wood and Metal.* Manual Arts Press.  
 KRONQUIST, E. F. *Metalcraft and Jewelry.* Manual Arts Press.  
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 SORENSON, H. R., and VAUGHN, S. J. *Handwrought Jewelry.* Bruce Publishing Company.  
 THATCHER, E. *Making Tin-Can Toys* J. B Lippincott Company  
 — *Simple Soldering.* Spon, Chamberlain and Company.  
 VARNUM, W. H. *Pewter Design and Construction* Bruce Publishing Company.  
 WETHERED, N. *Mediaeval Craftsmanship and the Modern Amateur.* Longmans, Green and Company.  
 WIGLEY, T. B. *The Art of the Goldsmith and the Jeweler* J. B Lippincott Company  
 WILSON, H. *Silverwork and Jewelry* D Appleton and Company.

#### MAGAZINES

- American Jeweler,* 607 Dearborn Street, Chicago, Ill.  
*Metal Industry,* 99 John Street, New York.  
*Ornamental Iron, Bronze, and Wire Work News,* 614 Race St., Cincinnati, Ohio.

## LEATHER

## ACTIVITIES AND PROGRAM MATERIAL

Materials of the leather worker: alligator, calfskin, cowhide, chamois, deer, fish, goat, horse, pig, seal, etc., and substitutes

Tools and equipment used: files, knives, ruler, dividers, vise, emery cloth, sponge, pine board, nails, straight and curved burnishers, slab of marble or glass

Preparation of the material for modeling

Drawing the designs on paper, or stenciling

Transferring the designs to the leather

Cutting and punching the designs

Coloring the leather

Burnishing, polishing, and finishing the article

Stamping leather by means of metal stamp and mallet

Lacing edges of articles

Making of such articles as bill folds, coin purses, bag tags, magazine covers, book covers, blotter-pad corners, notebooks, leather thongs, shoe-strings, mats, belts, moccasins, and house slippers

Repairing shoes: replacing soles and heels

Repairing or making harness

High modeling

Leather plaiting

Skinning and preserving the hides: tanning and curing

Uses of leather at home and abroad

Visits to museums, leather-goods stores, and specialty shops and factories, shoe stores and factories

Vocations in leather working

Training for the leather-working vocations

## REFERENCES

- BASSETT, S. W. *Story of Leather*. Penn Publishing Company.  
GRISWOLD, L. *Handbook of Craftwork*. The author, Colorado Springs, Colo.  
— *Club Handicraft Projects in Leather*. F. C. Cheley, Denver, Colo.  
LEHMANN, L. *Leather Goods*. The Ronald Press.  
*Leather-Working Trades*, Federal Board for Vocational Education, Washington, D. C.



FIGURE 6. Art work in the school is becoming more and more applied. Here the members of the Art Club of the Wilkensburg, Pennsylvania, Junior High School, are working with polychrome, raffia, silk, wire, and other materials

*Leather Working, Boot Making and Repairing, Harness Making, and other*  
booklets, David McKay Company

MICKEL, A *Leatherwork* Manual Arts Press

*Modern American Tanning*, Jacobsen Publishing Company.

## CEMENT

### ACTIVITIES AND PROGRAM MATERIAL

Materials cement, sand, gravel, lumber, water, reinforcing material, rods, fence, screening, wire

Tools: saw, trowels, pliers, templates, float, screen, level

Design and make forms from cheap lumber

Essentials of forms smooth, water-tight, easily removable

Soaping, painting with linseed oil, and other methods of preventing the concrete from sticking to the forms

Mixing formulae for various purposes: 1, 2, 4; 1, 3, 5

Mixing and pouring the concrete

Tamping in mold or form and procedures for insuring smoothness of sides

Removing the mold or forms

Molding concrete: template finishing

The process of turning or sweeping the form

Stamping and cutting ornamental designs in concrete

Use of plaster casts in molding

Coloring the material

Taking tension stresses by reinforcing

Reinforcing by means of wire, steel rods, fence, etc. for larger pieces

Waterproofing the surfaces

Repairing broken surfaces

The care of materials: cement and sand

Use of cement in tree surgery

Designing and making of flower pot, garden seat, garden jar or urn, sun dial, window box, hitching post, pedestal, water tank, basin, box, furniture, pergola, lily pond, garden walks, bird baths, fountain, swimming pool, watering trough, dog kennel, feed floor, and well curb

Exhibition of articles made by the club

The history of cement

The manufacture of cement

Ancient structures, old Roman aqueducts, walls, wells, buildings, pools, monuments, tombs, columns, arches, vaults, etc

New uses of cement, such as in shipbuilding

Visits to factories, construction work, foundations, piers, streets and highways, exhibits

Vocations in cement work : salesmanship, designing, engineering, building

Opportunities for preparation for these vocations

### REFERENCES

ADAMS, J. D. *Carpentry for Beginners* Dodd, Mead and Company.

DAVISON, R. C. *Concrete Pottery and Garden Furniture*. Munn Publishing Company.

FALLON, J. T. *How to Make Concrete Garden Furniture and Accessories*. Robert M. McBride.

HOUGHTON, A. A. *Ornamental Concrete without Molds*. Norman W. Henley Publishing Co.

HUMPHRIES, P. W. *The Practical Book of Garden Architecture* J. B. Lipincott Company.

LEMONS, P. J., and LEMOS, R. A. *Color Cement Handicraft*. The Davis Press

NORTHEND, M. H. *Garden Ornaments*. Duffield Publishing Company

RESIDES, G. H. *Woodturning and Pattern Making*. McGraw-Hill Book Company.

Material may also be obtained from the local branch of the Portland Cement Company.

### BASKETRY

RAFFIA, WICKER WORKERS, REED, MATTING, REEDCRAFT

#### ACTIVITIES AND PROGRAM MATERIAL

Basketry the mother of pottery

History of basketry, one of the oldest crafts

Forms and uses of basketry. beds, shelter, armor, furniture, fish traps and equipment, mats, ceremonial baskets, food containers, packing boxes or cases

Materials for weaving: reeds, straw, splints, grass, pine needles, twigs, raffia, willow, rattan, cat-tail, wicker, and paper fiber

Tools of basketry: shears, knives, awls, tape, pliers, water container, finger guards

Types of weaving: plaiting, weaving, coiling

Patterns of weaving: arrow weave, Japanese, double Japanese, wicker weave, twine weave, and triple twist

Preparation of the material for weaving, softening, etc.

Coloring the material

Making of mats, baskets, birds' nests, trays, chair seats and backs, furniture

Repairing of chair seats and backs

Making rush seats and backs; caning

Basketry methods of the American Indians, Egyptians, and others

Visits to basketry stores, shops, and factories

Visits to the museums and exhibitions

Study of catalogues of wicker furniture

Vocations in basketry and opportunities for necessary education and training

### REFERENCES

*Art Fiber Weaving* Grand Rapids Fiber Cord Company

BLANCHARD, M. M. *The Basketry Book*. Charles Scribner's Sons.

HILL, A. A. *Practical Basketry*. David McKay Company.

AMES, G. W. *Indian Basketry and How to Make Baskets* A. Flanagan and Company.

LANG, M. M. *Basketry*. Charles Scribner's Sons.

McGRAW, V., and MORSE, T. V. *Basketry and Paper Folding*. A. Flanagan and Company.

KEY, T. *The Art of Basket Making*. Pitman Publishing Company.

MERRY, L. D. *Seat Weaving*. Manual Arts Press

TURNER, L. W. *Basket Making*. Atkinson, Mentzer, and Grover.

WHITE, M. *How to Make Baskets*. Doubleday, Doran and Company.

— *How to Make More Baskets* Doubleday, Doran and Company.

Other material may be obtained from the Grand Rapids Fiber Cord Company, Grand Rapids, Michigan.

### DRAWING

MECHANICAL DRAWING, DRAFTSMEN, CARTOONIST, PEN  
AND PENCIL, BLUE PRINT, COMMERCIAL ARTISTS,  
ILLUSTRATORS

### ACTIVITIES AND PROGRAM MATERIAL

The history and development of drawing from the earliest times

Importance and uses of the various types of drawing



Equipment of the artist: board, instruments, T-square, triangles, irregular curves, protractor, triangular scale, pencils, eraser, pens, quick-drying ink, crayons and colored pencils, etc

Freehand sketching Parallel and angular perspective, sub-divisioning and dimensioning in perspective, etc.; projects such as boxes, cylindrical objects, house and trees, still life, costumes, figures, etc

Blackboard drawing: lines, curves, spirals and geometric figures, animals, foods, trees, flowers; boxes, furniture; kitchen utensils, color work of various kinds

Designs and designing: types, meanings, principles, and uses, motifs; such projects as mat, belt, apron, table runner, handbag, linoleum, carpet, quilt, coverlet, book cover, stained-glass windows, and others

Lettering. cutting and drawing, block letters and numerals, spacing; making monograms, signs, mottoes, etc

Cartoons and caricatures. Types, principles, subjects, uses

Working drawings. Orthographic projection, meaning of lines, dimensioning, notes, shading, sectional drawing, etc., the title box; order of procedure — penciling, inking, tracing, and blue printing.

The principles and methods of blue printing

Construction of blue-printing frame

Making of sensitized paper by use of solution of citrate or iron and potassium ferrocyanide

Types of blue printing: blue on white, white on blue, brown on white, etc.

Methods of making corrections or alterations on blue prints by use of bleaching fluid or blue wax pencil

Making blue-print reproductions of various drawings for the Radio Club, Manual Training or Industrial Arts Club, Electricity Club, Handicraft Club, and others desiring a number of accurate copies of patterns, designs, or wiring diagrams

The reproduction of notes, assignment sheets, sketches, and pictures by the use of the blue-printing device

Coöperation with the Camera Club in blue printing from photograph negatives

Visits to blue-printing companies or establishments to see quantity production

Trips to construction work of various kinds to see how blue prints are used, handled, stored, and checked

Making signs, posters, diagrams, charts, etc., for school purposes and

organizations programs, schedules, roster sheets, fire-drill diagrams, signs, exit signs, charts, lettering designs, room numerals and names, forms, electric light switch key, curtain-rope identification, and blue prints for use in classes in drawing, art, design, craft, automobile, electrical, plumbing, carpentry, cabinet, machine, and other shop activities

Coöperation with the various Service clubs in making greeting cards, blotting pads, pictures, designs, calendars, cards for absentees, and seasonal greetings

Vocational possibilities in drawing, such as tracer, designer, draftsman, mechanical engineer, cartoonist, illustrator, etc., and opportunities for training and education for these possibilities

### REFERENCES

#### BOOKS

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- BARRITT, G. B. *How to Draw*. Lothrop, Lee and Shepard.
- BLACK, J. *Draughtsmanship*. Industrial Press.
- BRAHDY, J. *Blueprint Reading*. D. Van Nostrand Company
- CAMP, F. T. *Draughtsman's Manual*. Comstock Publishing Company.
- CROSS, A. K. *Freehand Drawing*. Ginn and Company.
- DANA, W. S. B. *Primer of Architectural Drawing for Young Students*. Comstock Publishing Company.
- FOOKS, E. G. *Plain and Ornamental Lettering*. Isaac Pitman and Sons.
- FRANK, L. *Essentials of Mechanical Drafting*. Milton Bradley Company.
- FRENCH, T. E., and SVENSON, C. L. *Mechanical Drawing*. McGraw-Hill Book Company
- KENISON, E. *Mechanical Drawing*. American School of Correspondence.
- KENNEDY, F. L., and NORTON, A. E. *Mechanical Drawing*. Harvard University.
- LONGLAND, W. *How to Read a Workshop Drawing*. Spon, Chamberlain and Company.
- MILLER, L. W. *Essentials of Perspective*. Charles Scribner's Sons.
- PEKER, C. G. *How to Read Plans*. Industrial Press.
- RIGAST, A. K. *Mechanical Drawing*. The Macmillan Company.
- SPRAGUE, E. *How to Design Greeting Cards*. Bridgman Publishers, Pelham, New York.
- STEVENS, T. W. *Lettering*. Prang Publishing Company
- TEMPLE, H. W. *Practical Drawing*. D. C. Heath and Company.

WHITNEY, G *Blackboard Drawing* Davis Press

WINDOES, R F *Shop Sketching*. Bruce Publishing Company.

See Art Club for additional references and suggestions.

### MAGAZINES

*Drawing and Manual Training Journal*, Charleston, South Carolina.

*Mechanic Arts Magazine*, Scranton, Pennsylvania.

*Nebraska Blue Print*, Mechanic Arts Hall, Lincoln, Nebraska.

*Pencil Point Magazine*, 419 Fourth Avenue, New York.

### ARCHITECTURE

#### ARCHITECTURAL SOCIETY, ARCHITECTURAL CLUB, BUILDERS, MODULE

#### ACTIVITIES AND PROGRAM MATERIAL

Principles of architecture: utility, beauty, adaptability, appropriateness

Architecture among the ancient peoples: Celts, Babylonians, Assyrians, Egyptians, Chaldeans, and others; illustrated by Stonehenge, Tower of Babel, Palaces of Susa and Persepolis, Gate of the Lions at Mycenae, Luxor, Karnak

Contributions of the Greeks: main characteristics to be found in a study of famous ruins, Parthenon, Temple of Theseus, Acropolis, Propylea at Athens, Selinus, Agrigentum, and elsewhere

Roman architecture and its contributions: arches and vaulted roofs, materials, cements, etc.; buildings — Colosseum, Pantheon, Baths of Diocletian, Theater of Marcellus, the Basilica of Maxentius and Constantine, the Temple of Jupiter at Baalbek, Syria; Temple of Hercules at Cori, Italy; the Triumphal Arches of Septimus Severus at Constantine, the Maison Carrée at Nîmes, France, and others

The characteristics and development of various types of architecture

Byzantine: Catacombs at Rome, St Paul without the Walls, San Vitale at Ravenna, St. Sophia at Constantinople, St Mark's at Venice, the Mosque at Cairo

Romanesque: Baptistry, Cathedral, and Leaning Tower of Pisa, Cathedrals of Bamberg (Bavaria), Durham, Mayence, Worms, Peterborough, Rochester

Gothic: Abbey of St Denis, Cathedrals of Notre-Dame de Paris, Poitiers, Chartres, Choir of Lincoln, Rheims, Amiens, Sainte Chapelle (Paris), Strasbourg, Cologne, Antwerp, Westminster Abbey

Renaissance: Florentine Palaces, Château of St Germain, the Duomo and the Campanile, St. Peter's, Palais de Justice, St. Paul's, Houses of Parliament

Renaissance architecture and its adoption from the old Roman

The relation between religion, politics, social and national ideals, and architecture

Famous cathedrals and churches: Rheims, Notre-Dame, Noyon, Soissons, Salisbury, Lincoln, Canterbury, Saint Nazaire, Santa Maria Novella, Antwerp, Tours, Rouen, St. Paul's, St Peter's

The orders of proportion: Doric, Ionic, Corinthian, Composite, and Tuscan

Perspective in architecture

Methods of beautifying interiors and exteriors

Methods of protecting the building from weather, winds, storms, frost, fire, and earthquakes

Foundations, walls, buttresses, spires, and towers, interior columns and supports: their functions and construction

Famous architects and their work: Phidias, Ictinius, Leon Battista Alberti, Antonio Filarte, Fra Giocondo, Peruzzi, Raphael, Sir Christopher Wren, Sir John Denham, Inigo Jones, Burnham, John Webb, Stanford White, Cass Gilbert, Charles Follen McKim

American contributions: in artistic design such as the Lincoln Memorial; in adapting building to small space, illustrated by the typical skyscraper as the Woolworth Building; by "freak" buildings designed to fit unusual lots; in general utility, illustrated by the modern commercial building, apartment house with its scientific arrangements, its compactness and its layout, its modern conveniences such as mail chute, elevators, delivery and disposal facilities

Architecture in methods of transportation: bridges, subways, waterway projects

Marine architecture

Designing of modern commercial building, hotel, store, apartment house, etc.

Developments in school architecture: study of local school buildings

The architecture of school and college stadia, athletic clubs, field houses

American college and university architecture: the trend towards the one-building college

Mortuary architecture: tombs, monuments, mausoleums, and memorials

Designing of a house, barn, chicken house, dog kennel, wood shed, or an athletic club or field house

Construction of small models of wood, cardboard, paper, clay, or plasticine

Study of building materials in their relation to beauty and serviceability

Fenestration in façades, silhouettes, etc

Visits and trips to churches, museums, buildings, homes, bridges, city, state, and federal buildings and construction works, to study elements of construction, beauty, and arrangement

The process of building: following the construction of a building from its initial stage, planning or drawing the plans, through letting the contracts, clearing the plot, excavating, building the foundations, fabrication and erection of the steel, building the walls, and constructing the interior, to finishing, and finally the releasing of those responsible for the work, noting the care with which work is checked and rechecked

"Building for eternity" as illustrated by the work on the Cathedral of St John the Divine, New York City

Assembly programs illustrated with talks, slides, films, models, drawings, and sketches

Vocations in architecture: engineering, tracing, designing, drawing (of various types), inspecting, contracting, landscape artistry, interior decorating, furnishing, and salesmanship

Opportunities for education in architecture

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- The American Architect*, 501 Fifth Avenue, New York  
*Architecture*, 597 5th Ave., New York  
*Architecture and Building*, 23 Warren St., New York  
*The Architectural Record*, 115-119 W. 40th St., New York.  
*The Architectural Review*, Boston, Mass

## BOOKBINDING

## ACTIVITIES AND PROGRAM MATERIAL

Materials of the bookbinder: millboard, strawboard, silk, cloth, leather, paper, cord, glue, tape, catgut

Tools and equipment: drawing board, rulers, squares, nippers, shears, bodkin, hammer, tin pieces, type, palette

Steps in binding: collating, pulling to pieces, knocking out the joints, guarding, repairing, making end papers, pressing, trimming, marking up, sewing, fraying out the cords, gluing up, rounding and backing, applying the boards, attaching the boards, headbanding, covering, filling in, pasting down end papers, tooling

Tooling: designing, labeling, titling; use of gold cushion, knife, gold leaf, gold rubber, pads, and vaseline

Visits to book binderies to see commercial processes

Stapling and sewing small booklets

Repairing books and book covers for the school library

Vocations in bookbinding and preparation for these

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COCKERELL, D. *Bookbinding and the Care of Books*. D. Appleton and Company.

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- VAN DEUSEN, C. S. *Paper Box Making and Booklet Making* Manual Arts Press
- VAUGHN, S. J. *Printing and Bookbinding for Schools*. Public School Publishing Company.

### MAGAZINES

- Bindery Talk*, 815 South Wabash Avenue, Chicago.
- Book Binding Magazine*, 20 W. 34th St., New York.
- Publishers' Weekly*, 62 W. 45th St., New York.

### POTTERY

#### ACTIVITIES AND PROGRAM MATERIAL

- The history of pottery, one of the oldest crafts
- Aboriginal pottery in Arkansas, Arizona, and New Mexico
- Methods and materials of the ancients
- Materials: clay, residual and sedimentary; equipment and tools
- Desirable qualities of clay: plasticity, porosity, vitrification, and densification
- Preparing or refining the clay
- Building with coils, combination method
- Types of decoration: slip printed, modeled, exercised, pierced, overglazed, underglazed, inlaid
- Use of potter's wheel in throwing: centering, shaping, and finishing
- Kilns, firing, and glazing: glaze formulæ
- Use of plaster in making molds and casts
- Making of vase, bowl, tray, dish, ornamental tile
- Wide use of ceramic products: stoneware, china, and porcelain; insulating material; fire, paving, and building brick; roof and drain tile, sanitary and lavatory equipment; chemical and laboratory supplies, terra cotta, etc.
- Exhibits of the club
- Visits to museums, stores, exhibits, factories, clay pits
- Study of famous pottery from various periods and nations
- The potter-wasp and its nest
- Vocational opportunities in ceramics
- Opportunities for education in ceramic engineering

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- LESTER, K. M. *Clay Works*. Manual Arts Press.
- NAKE, C. J., and PLANT, H. J. *Pottery*. Isaac Pitman and Sons.

## MAGAZINES

- Ceramic Industry*, 407 S. Dearborn St., Chicago, Ill.
- Clay Worker*, 211 Hudson St., Indianapolis, Ind.
- Design and Ceramic Studio*, 307 S. Franklin St., Syracuse, N. Y.
- Journal of the American Ceramic Society*, 2525 N. High St., Columbus, Ohio.
- Pottery, Glass, Housefurnishings, and Toys*, 167 Dawlish Ave., Toronto, Ont.
- Pottery, Glass, Lamp, and Housefurnishings*, 308 N. Randolph St., Chicago, Ill.
- See also the various numbers of *Industrial Arts Magazine*.

## ART

SKETCH-CARTOON, MILLET, CRAFTS, CARTOON, BRUSH AND PENCIL, PALETTE AND BRUSH, POSTER, COMMERCIAL ART, GREENWICH VILLAGERS, PEN AND INK, TAM AND SMOCK, APPLIED ART

The field covered by art is very extensive and consequently there is a great variety of possibilities in the types of work which may be done by the members of the club. Some of the members will be interested in learning something about art and artistic principles and in understanding and appreciating art but will not be interested in producing works of art. Others



will be interested in developing capacities and abilities in particular fields and will wish to become producers rather than consumers. Those who desire to produce will have a wide range of interests. In the larger school, it will be possible to have a number of art clubs, each stressing some particular phase of the work. For instance, there might be such clubs as Poster, Painting, Wood Carving, Commercial Art, Modeling, Photography, Cartooning, Interior Decorating, Art Collectors, and others. Some of these activities are discussed in other parts of this book. In any case, the club program should be broad enough to interest all of the members of the club and at the same time narrow enough to allow for individual development. General suggestions covering a wide variety of types of art are given below.

#### ACTIVITIES AND PROGRAM MATERIAL

Discussion of the principles of art . form, mass, color, composition, etc

Primitive art : drawings depicting life, stories, and activities of early cave and cliff dwellers

Egyptian art . zig-zag, scroll, fret, lotus, and scarabæus, decorative and symbolic

Greek art : columns — Doric, Ionic, Corinthian, use of egg-and-dart borders, acanthus leaf, honeysuckle, etc , Greek curves, decorative only

Roman art . rosettes, border embellishments and curves, arches in roads, bridges, buildings, and aqueducts

Romanesque and Byzantine art . the development of Christian art

Saracenic art . Moorish and Arabesque, graceful curves and linear arrangement of lines , wall decorations and the development of wall paper, no representation of animal, plant, or living thing

Gothic : carvings of individuals, grotesque animals, foliage, and other representations , the fleur-de-lis ; use of pointed windows ; religious basis

Renaissance . imitation of the classic Greek and Roman art

Lives and contributions of great artists, Raphael, Leonardo da Vinci, Michelangelo, Rembrandt, Paul Potter, Correggio, Holbein, Rubens, Van Dyck, Dürer, Reynolds, Whistler, Sargent, Corot, Millet, and others

Poster work . emphasizing originality, simplicity, strength, and effective



FIGURE 7. The Craft Club of the Baxter Junior High School, Pittsburgh, Pennsylvania, at work. The boys in the foreground are doing Indian Loom work, making beaded watch fobs, headbands, belts, and other beaded pieces. On the table are decorated hot plate mats, bread, cake, and fruit plates with matched knives, lampshades, vases, baskets, letter and book ends, hammered brass articles, paper and woolen flowers, and bead work of several kinds.

color combinations The group interested in posters might be responsible for all of the posters used in the school during the year. Many of these posters will have to do with campaigns and drives of all types, Fire Prevention, Thrift Drive, Manners and Courtesy Week, etc. A Poster Exhibition at the end of the year would be an interesting project, profitable to the club and to the school at large.

Drawing and sketching: birds, animals, roofs, landscapes, vase designs, marine and water views, buildings, street scenes, vistas, and portraits. The subjects for this type of work will be found everywhere—at the zoo, in the park, in the museum, along the road, in the street, in the field, and about the house.

The commercial artist and his work: illustrating, sketching, drawing, and painting for advertisements, commercial catalogues, sales bills, magazines, and billboards; electric signs; window cards and signs

Lettering and show-card writing. The members interested in this phase might be responsible for the many signs needed about the building, including mottoes, slogans, directions, room numbers, names, and identifications. If thought advisable, they might also make signs for the stores of the community. These could be made at small cost and sold at a nominal price and the money used to buy supplies and equipment or to help finance the club and its program.

Interior decorating: psychology of the home and different rooms; colors and designs; mural painting; types, designs, and colors of wall paper and their suitability for particular rooms and purposes; rugs and carpets; linoleum, curtains, and draperies. Furniture and accessories such as lamps, vases, book ends, pictures, and tapestries. Visits to stores, houses, shops, and factories to study these materials and their uses

Scenery designing for dramatics: drops, curtains, and settings

China painting: plates, cups, and saucers. Miniatures. Study of porcelain. Famous fine china makers, Haviland, Wedgwood, Copeland, Minton, Dresden, Delft, Rouen, Pickard, Lennox, Rookwood

Glassware: Venetian, Bohemian, Belgian, Bristol, Swedish, etc.

Cartooning and caricature: some of this work might be utilized in the newspaper, magazine, or yearbook.

Camera and kodak work: contests and competitions. This group might be responsible for the photographic work in the yearbook. (See Camera Club.)

Costume designing: might be capitalized for the fashion show or for Dramatic Club purposes (See Sewing, Dramatic Clubs.)

Cut and torn paper designing: flowers, favors, and decorative festoons for school plays, opera, and social occasions, novelties — baskets, boxes for luncheons and picnics, hearts for St. Valentine's Day, turkeys for Thanksgiving, all suitably packed for proper distribution or use, hats and costumes for parties, cardboard furniture, doll houses, etc., window and other decorations; holly wreaths, ropes, jumping jacks, skeletons, Mother Goose characters, Hawaiian leis

Woolen flowers, ornaments, and trimmings

Soap and snow sculpture

Relief maps made from flour, salt, and clay

Blocks and block printing: linoleum, for use on school magazine, in dyeing, and in other ways

Stenciling table runners, lamp shades, cushion tops, luncheon sets, and bags

Portrait painting and photographing: with special emphasis on composition of groups and individuals, seeking expressiveness

Art in stone: study of materials and methods and subjects for sculpture. (See Sculpture Club.)

Clay and wax modeling: vases, candlesticks, busts, animals, groups, and buildings

Sealing-wax craft, "Scissor Painting," making crystal trees, flowers and leaves, beads and pendants, decorating lamp shades, candle sticks, dress hangers, powder-boxes, etc

Study of pewter

Sheet metal work: lantern, bowl, book ends, tray, candle sconce

Tin toys: boat, medallions, locomotive, auto truck

Art in wood carving, cardboard, leather, metals, beads, cement, basketry, pottery; materials, subjects, designs, and methods. (See appropriate clubs.)

Pyrography (fire etching). Designing for box, chest, picture frame, book ends

Charcoal drawing

Study of furniture: types, materials, methods of selection, and other phases

Making of Christmas, Easter, New Year, birthday, and other greeting cards and bookplates

Modeling and designing of rings and other ornaments and jewelry from plasticine and enamel

Designing and making of lamp shades

Relief printing aquatinting, sunken design, embossing, etching, cameo, and rotogravure

Great etchers and engravers Duccio, Leonardo da Vinci, Rembrandt, Rubens, Durer, Van Dyck, Daumier, Bellows, Copley, Boydell, Lorraine, Whistler

Lithography methods and materials; the work of Alois Senefelder and others

Borders in art: rugs, table runners, curtains, handkerchiefs

All-over patterns

Conventionalizing: such qualities as symmetry, proportion, repose, simplicity, contrast, and stability

Wood cuts and early methods of illustrating

Artistry of the Bible and Biblical scenes, personages, and events

Religious arts: pictures, sculpture, churches, cathedrals, and representations

Study of advertisements of home furnishings "Armstrong Linoleum," "Simmons Beds"; jewelry, watches, automobiles, clothing, real estate, and travel

Designs, inserts, or themes for magazine or yearbook

The geometry of art: dynamic symmetry

Materials, equipment, and methods of color printing

The brushes and equipment of an artist: use and care

The artist's methods of erasure

Visits to the museum, exhibits, stores, and other places where works of art of various kinds are on display On many of these trips the members may attempt to sketch or reproduce the things seen.

Holding contests and competitions in the various phases of art: poster, sketching, drawing, modeling, sheet-metal work, sealing-wax craft, wood carving, lettering, and others. The members of the club, the school at large, or appointed judges may rate the entries and declare winners. These exhibitions should be held in the school building, corridors, library, classrooms, or other suitable places. Good light and convenience are essential. The exhibits should be open to parents and patrons of the school as well as to pupils. Many schools hold these exhibitions in the evening. Ballots may be provided for voting on the various articles. Clubs may even be in actual session. The best or most suitable of these works might be used in the magazine, yearbook, newspaper, or in other ways about the school

Exhibition of borrowed or rented pictures. Not only are commercial sets of pictures available, but in any community there are some fine masterpieces which could be borrowed for a school exhibition.

Study and use of the Brown, Perry, University, and other prints

This club may cooperate with a number of other school clubs, such as Architecture, Camera, Dramatic, Journalism, Nature Study, Needlework, Repair, Sculpture, Service, and Textile. Suggestions may be found under these clubs in this book.

Talks by outsiders interested in art painter, etcher, photographer, curator, engraver, furniture salesman, sculptor, teacher, potter, architect, musician

Compilation of "Art Books" by the members of the club. Prizes may be awarded for the best books.

Recognition games and tests names, pictures of artists, famous pictures unnamed, and cut-ups may be utilized in these games.

Assembly programs with illustrations of art work and activities

Vocational opportunities in art: book, magazine, or newspaper illustrating: designing of textiles, wall paper, furniture, jewelry, linoleum; commercial work in catalogues, advertisements, posters, bulletins, and pamphlets; photography — portrait, scenic, and commercial; cartooning — political, philosophical, and humorous; lettering and sign painting; landscaping; architecture, sculpture, and painting, interior decorating; directing art in the magazines, motion pictures, and in public schools; art criticism; collecting, museum and exhibition opportunities

Methods and opportunities for preparing for these vocations

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- Arts Magazine*, Arts Publishing Corporation, 211 E. 19th St., New York.
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*Art Digest*, 49 West 45th St., New York City.

*Art and Education*, Kalamazoo, Michigan

*Art in America and Elsewhere*, 578 Madison Avenue, New York.

*Art News*, 220 E. 57th St., New York.

*The International Studio*, 57th St. and 8th Ave., New York.

*Thumb Tack*, Commercial Art Publishing Company, Los Angeles, California.

*School Arts Magazine*, Davis Press, Inc., Worcester, Mass.

Prints for use in appreciation work may be obtained from: Academy Art Shop, New York City, American Federation of Arts, 1741 New York Avenue, Washington, D. C., Art Extension Society, 415 Madison Avenue, New York; Brown-Robertson Company-Inc., 8 East 40th St., New York City; Colonial Art Company, 1336 First St., Oklahoma City, Okla.; Dodson and Alinari Prints, Mentor Company, New York City; A. E. Little Company, Los Angeles; Perry Picture Company, Malden, Mass.; The Art Appreciation Company, Akron, Ohio; Turner Picture Studies, Boston, Mass.; University Prints, Newton, Mass. Many art galleries and museums publish material of interest to art clubs. See also *Standard Catalogue for High School Libraries*, published by H. W. Wilson Company, 958 University Avenue, New York

*Dennison's Instruction Books and Craft Packets* published by the Dennison Manufacturing Company, Framingham, Massachusetts, will be found very valuable in work with crepe paper flowers, costumes, rope, favors, and decorations, wax molding and painting, and similar activities.

## SCULPTURE

### ACTIVITIES AND PROGRAM MATERIAL

Primitive sculpture. images and carvings found in caves and ruins

The history and development of sculpture

Types of sculpture: standing and relief

Examples and illustrations of Greek and Renaissance Art

Great sculptors and their contributions: Praxiteles, Phidias, Donatello, Michelangelo, Michelozzo, Ghiberti, Lombardo, Della Quercia, Signorelli, Cellini, Sluter, Dubois, Rodin, Bourdelle, Saint Gaudens, Borglum, Rude, Lorado Taft, Vittor, Davidson

Materials, equipment, and tools of the sculptor, and their uses

Modeling from wax, clay, and plasticine

Soap and snow sculpture

Methods of molding and casting



Making heads, hands, feet, animals, vases, and groups from clay and plasticine

Copying heads, bodies, and parts of famous statues in the museum or about the school

Cameos of onyx and jade · intaglios in chalcedony, sardonyx, and amethyst, methods of cutting and finishing

Work in bas relief after famous reliefs

Visits to museums and exhibits to study and copy items on display

Study of statues and sculpture in the community, in cemeteries, parks, on public buildings, in façades, reliefs, and fountains

Study of pictures of famous statues and groups

Sculpture as a career

Schools and other educational opportunities for this vocation

Mythology, symbolism, and sculpture

Coöperation with the Art Club, Painters, and other clubs on topics and projects of mutual interest

Assembly program with slides, pictures, and demonstrations of club work

Scrapbook and notebook covering the work of the club

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## CAMERA

## PHOTOGRAPHY, SNAPSHOT, TRIPOD, DARK ROOM, KODAK

## ACTIVITIES AND PROGRAM MATERIAL

The history of photography: contrast of ancient with modern methods

Study of modern cameras: box, folding, view, portrait, panorama, and motion picture

The uses of these various cameras and their operation

Study of lenses and their uses: anastigmatic, rapid rectilinear, meniscus achromatic (single), portrait, wide-angle copying, cinematograph, telephoto

Other equipment: tripod, filters, viewmeter, portrait attachment, self-timer, carrying cases

Shutters, diaphragms, and escapements

Developing and finishing equipment: emulsions, developers, fixers, papers, printing and enlarging frames, drying and burnishing apparatus, etc.

Loading and focusing the camera

Consideration of light, distance, direction, backgrounds, proportion, angle

Subjects: landscapes with varying depth, light, seasons, building and architecture, perspective; portraits by use of special lenses; posing and action pictures; still-life subjects; background and balance; light proportion

The dark room: construction and use

Developing by the tank and tray methods

Instruction in and experimentation with the various formulas

Principles of snapshot and time exposure

Printing with various kinds and grades of paper: toning processes

Tinting prints and enlargements: retouching

Photographic stunts: freak printing, illusions, ghost pictures, half, double, and triple exposure, false background, printing, fakes, exaggerations, and silhouettes

Trimming, mounting, and framing the picture

Photo displays for art shows or exhibits

Double printing

Enlarging: methods and equipment

Snapshot and other picture contests

Responsibility for the photographic work of the yearbook, newspaper, or magazine

Keeping a bulletin board of snapshots and photographs of the club work

Assembly programs on photography, with illustrations of posings, backgrounds, technique, developing and finishing, slide making, and freak printing

Making lantern slides for science, history, English, or other classes

Making seasonal greeting cards

Over and under exposure: demonstration of various exposure tables

Speed and still-life portraits

Study of and experimentation with lights and shadows, backgrounds, etc.

Use of color screen or ray filter

Demonstrations of posings and groupings of subjects

Self-photography

Indoor, outdoor, and night photography

Flashlights. rainy-day photography

Color photography

The use of the plate divider: the duplicator

Photography in war: illustrations and pictures

Photography from the air: airscaping, methods and equipment

Nature photography: photographing flowers, trees, and formations

Work with the small motion-picture camera: home movies

Making of a simple pin-hole camera: sensitizing cloth for printing, etc.

Snapshot hiking

Criticism of pictures taken by members

Issuing of a small magazine, "Camera Craft," or booklet, "Our School in Pictures"

Taking and selling of pictures of the various teams: games, dramatic and music organizations and casts, and building scenes

Methods of and practice in photographing wild life: birds and animals

Use of photography in detecting crime

Photography of projectiles and bullets

Slow-motion and accelerated-motion photography

Standards for judging a picture

The chemistry of photography: developers, fixers, toners, intensifiers, desensitizers, etc

The physics of photography: lenses, shutters, focusing, enlarging, burnishing

The art of photography: posing, grouping, light and shades, backgrounds, foregrounds

The commerce of photography. making, developing, marketing, and other phases

Study of photomicrography

Photostating, and photographing drawings, cartoons, and sketches, blue printing

Principles, methods, and equipment of radiography

Entrance into local, state, club, or magazine contests

Talks by local commercial or portrait photographers

Trips to museums and art exhibits, art galleries, large paintings or enlargement factory, finishing and developing shop, portrait, and commercial photographers

Use of books, bulletins, and material from camera companies, and such magazines as *American Photography*, *Shadow Land*, *Camera Craft*, *Photo-Miniature*, *Photo Era*, and *The Camera*

Vocational opportunities in photography. commercial photography, news photography, motion pictures, police and similar record work, portrait photography, finishing and developing business, and others

Opportunities for education for these vocations

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BAILEY, H. T. *Photography Made as Easy as A B C*. The Davis Press.

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## CHAPTER VII

### MUSIC CLUBS

The music clubs offer opportunities not only for those pupils who play, sing, write, or in other ways produce music but also for those having little or no musical talent or ability and who merely wish to broaden their own education and culture by learning to understand and intelligently enjoy music. The main objectives of the club for the consumer of music are to acquaint him with the principles and materials of music, and the various kinds of music, both instrumental and vocal; to add to his knowledge of famous composers and compositions; to teach him to recognize some of the most universally known compositions; to assist him in the interpretation of music, that is, to see in the various compositions just what the composer would have him see; to show him the importance of music in the emotional, æsthetic, and artistic life of the individual and the nation; to show its refining and cultural values; and, in general, to teach a discriminatory love of the good in music.

For the music producer in the club, the most important aims, in addition to the purposes mentioned above for the nonproducer, are to give opportunity for him to discover and develop his talent, instrumental or vocal, both in solo and in ensemble; to increase his facility in reading, singing, or playing; to develop proper musical technique and interpretation; to broaden his contact with the music, composers, and possibilities of his own field; and to open to him a vision of the professional opportunities in this field. He, too, will be broadened by contacts with

the other producing members of the club, not only through music, but also through general and social relationships.

## MUSIC APPRECIATION

CLEF, HAPPY HARMONISTS, SCHUBERT, OPERA, CRESCENDO, MUSIC SOCIETY, MUSICAL UNION, ORPHEUS, MODERN TROUBADOURS, EUTERPEAN, JENNY LIND, MODERN MINSTRELS, APPRECIATION, MELODY, SHARP AND FLAT

### ACTIVITIES AND PROGRAM MATERIAL

#### Definition of music

Discussion of early music: some of the earlier compositions are now available on the victrola. Among the more interesting of these are "Hymn of Apollo," 240 B C.; "Hymn of Charlemagne," 800 A D; "Hymn of John the Baptist" (from which our scale syllables are supposed to come); "Old Folk Tunes" arranged by Cecil Sharpe, "Songs of the Crusaders"; "Troubadours' Songs" with lute accompaniment, and others.

The physics of music illustrated with simple experiments in physics

History of instruments: victrola records accompanied by charts illustrating each instrument and its history

Instruments and music of the Bible

The orchestra and its choirs. string, wind, percussion, and brass; functions of the various instruments, their development and history; famous orchestras and conductors. The band may be studied under some similar outline.

Choral music differences between voices of men and women; organization of music around the solo voice; combinations — duets, trios, quartettes, sextettes, octettes, choirs, and choruses Famous choirs or choruses and their conductors

Simple lessons with illustrations of rhythm, melody, harmony, etc.

The work of this club should be that of appreciation, enjoyment, and understanding. Consequently most of its work will have to do with listening, with increasing understanding, to music in its many phases. In order to indicate a few of the types of music which may be utilized, a number of possible programs are presented These are far from complete and are intended only to suggest what may be done in this manner

Operatic music: "Soldiers Chorus" and "Waltz" from *Faust*; "Quar-

tette" from *Rigoletto*; "Bridal Chorus" from *Lohengrin*; "Anvil Chorus," "Home to Our Mountains," and "Miserere" from *Il Trovatore*; "Toreador Song" from *Carmen*; "Intermezzo" from *Cavaleria Rusticana*; "Barcarolle" from *Tales of Hoffman*; "Pilgrims' Chorus" and "March" from *Tannhauser*.

Light opera: *The Mikado* and *Pirates of Penzance* — Gilbert and Sullivan; *Martha* — Flotow; *Bohemian Girl* — Balfe, *Barber of Seville* — Rossini; *Robin Hood* — De Koven; *Prince of Pilsen* — Luders; *Merry Wives of Windsor* — Nicolai; *Mignon* — Thomas; *Erminie* — Jakobowski

National anthems: "God Ever Glorious" (Russian); "Marseillaise" (French), "The Star-Spangled Banner" (United States); "God Save the King" (English); "Glorious Things of Thee Are Spoken" (Austrian); "Polish National Song" (Polish); "The Maple Leaf Forever" (Canadian); "Watch on the Rhine" (German)

Nature program: "Hark, Hark, the Lark" — Schubert; "The Rain Drop" — Chopin; "The Fountain" — Bohm; "The Swan" — Saint Saens; "I Hear a Thrush at Eve" — Cadman, "The Mountain Stream" — Beethoven; "I Hear a Lark at Dawning" — Twohig-Knins; "Dance of the Frost Elves," Grieg; "Papillons" — Schumann

Songs of the sea: "Sea Pieces" — MacDowell, "Safe in the Harbor" — Wagner; "Asleep on the Deep" — Petri; "Floating with the Tide" — Wilson; "Viking Song" — Coleridge-Taylor, "Bells of the Sea" — Colman; "Song of the Fisherboats" — Bainbridge-Colman

Flowers: "Narcissus" — Nevin; "To a Wild Rose" — MacDowell; "To a Water Lily" — MacDowell; "Who Made the Roses" — Marzo; "Ballet of the Flowers" — Hadley; "The Lotus Flower" — Schumann, "Water Lilies — Linder; "To a Violet" — Grieg

Travel program: South, "Way Down upon the Swanee River," "Old Kentucky Home", Scotland, "Lassie O' Mine"; Wales, "All through the Night"; Ireland, "Londonderry Air"; Italy, "Santa Lucia"; the Orient, "Arabian Nights"; Hawaii, "Aloha Oe"; Germany, "Beautiful Blue Danube"; Russia, "Song of the Volga Boatmen"

Stephen Foster program: "Massa's in de Cold, Cold Ground"; "My Old Kentucky Home"; "Old Black Joe"; "Old Folks at Home" "Old Dog Tray"; "Oh, Susanna"; "Come Where My Love Lies Dreaming"; "Way Down upon the Swanee River." This program should also contain a biographical sketch of Foster

Women composers: Cécile Chaminade, H. H. A. Beach, Clara Schumans, Mrs. John Ashford, Theresa Carreno, Guy D' Hardelot



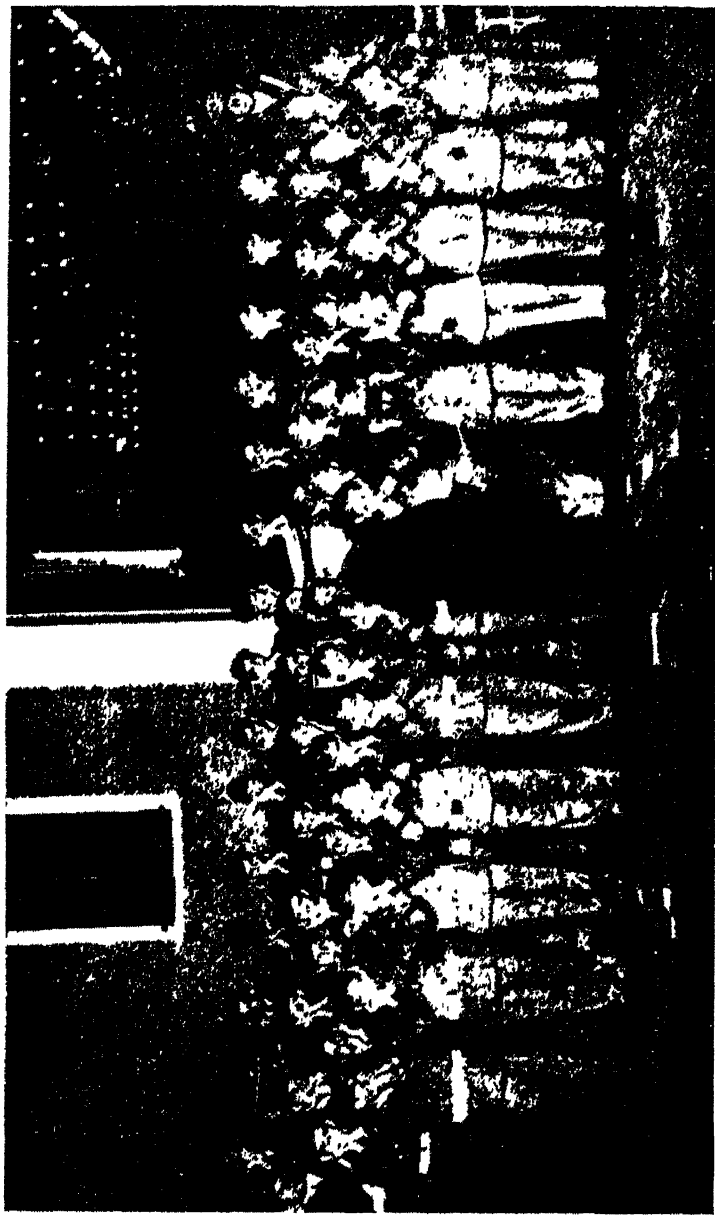


FIGURE 8. More than 90,000 pupils in Philadelphia are members of harmonica bands. Here is John Philip Sousa conducting the famous Philadelphia Harmonica Band. This band, directed by Albert N. Hoxie, has travelled more than 60,000 miles giving concerts. Its repertoire consists of over two hundred high-class numbers.

Famous poems set to music: "On the Road to Mandalay" — Speaks; "Invictus" — Kuhn; "Gray's Elegy" — Baldwin, "The Day Is Done" — Lohr; "Sweet and Low" — Barnby; "Recessional" — De Koven, "Crossing the Bar" — Bingham, "Hiawatha's Journey" — Wilson; "A Warrior Bold" — Adams; "In Flanders Fields" — Robinson, "Trees" — Hahn

Morning: "At Dawning" — Cadman; "Morning" — Speaks, "Day-break" — Wilson, "Morning" — Grieg; "Song at Dawn" — Tosti; "Dawn" — Nevin, "Dawn" — Curran; "Morning Star" — Schumann

Evening "A Perfect Day" — Bond; "Sundown" — Wilson, "When the Sun Goes Down" — Penn; "The Long Day Closes" — Sullivan, "As the Sun Sets" — Wilson, "Twilight Sketches" — Williams

Christmas music: "The First Noel"; "It Came upon a Midnight Clear"; "O Little Town of Bethlehem", "Joy to the World"; "Silent Night, Holy Night"; "O Come All Ye Faithful"; "Three Kings of Orient"; "O, Holy Night"

Armistice program. "Roses of Picardy"; "Long, Long Trail"; "Madelon"; "In Flanders Fields", "Dear Old Pal o' Mine"; "Keep the Home Fires Burning"; "The Americans Come", "The Trumpeter"

Thanksgiving music: "America the Beautiful" — Ward; "A Song of Thanksgiving"; "Swing the Shining Sickle" — Rilev; "Father, We Thank Thee" — Emerson-Jewitt, "Grateful, O Lord Am I" — Caro Roma; "Prayer of Thanksgiving" — Kresmer

Spring music. "Spring Song," "To Greet the Spring" — Mendelssohn; "To Spring" — Grieg; "April Morn" — Batten; "The Year's at the Spring" — Beach; "Spring's Awakening" — Sanderson; "Rustling of Spring" — Sinding

Autumn music. "October" — Harvey B. Gaul, "Indian Summer" — John; "Autumn" — Chaminade; "Indian Summer" — Herbert; "Autumn Woods" — Hosmer

Arbor Day music: "Trees" — Rausbach, "Woodland Sketches" — MacDowell; "Farewell to the Forest" — Mendelssohn; "Woodland Greetings" — Offenbach; "The Green Cathedral" — Hahn

Sacred music: "The Heavens Are Telling" — Haydn; "Largo" — Handel; "Ave Maria" — Bach-Gounod; "O Rest in the Lord" — Mendelssohn; "Hallelujah Chorus" — Handel; "The Lost Chord" — Sullivan, "Stabat Mater" — Rossini

Home music: "Home, Sweet Home" — Payne; "By Firelight" — Homer; "Little Gray Home in the West" — Lohr, "Tumble-Down Shack

in Athlone"; "In the Heart of the Hills" — Lee, "My Ain Folks" — Mills-Lemon; "Coming Home" — Willoughby, "The Lamplit Hour" — Penn; "Little Mother O' Mine" — Burleigh

Good versus poor popular music. "Love's Old Sweet Song" — from *Sari*; "Song of Love" — from *Blossom Time*; "Only a Rose" — from the *Vagabond King*; "My Wild Irish Rose" — Olcott, "Indian Love Call" — from *Rose Marie*. These songs may be contrasted with easily found current and well-known popular songs of poorer types.

Scotch music: "Blue Bells of Scotland"; "My Laddie"; "Auld Lang Syne"; "Flow Gently, Sweet Afton", "Annie Laurie"; "Coming Through the Rye"; "Loch Lomond"; "The Campbells Are Coming", "Bonnets of Bonnie Dundee"

Irish music: "Wearing of the Green"; "Kathleen Mavourneen"; "The Heart Bowed Down"; "Believe Me if All Those Endearing Young Charms"; "Killarney"; "The Minstrel Boy"; "Come Back to Erin"; "Londonderry Air"

Italian music: sextette from *Lucia*; quartette from *Rigoletto*; "Good Night, Beloved" — Pinsuti; "Water Ways of Venice" — Mildenberg; "Italia, Italia, Beloved" — Donizetti

Music on the Red Indian: "By the Waters of Minnetonka" — Lieurance; "Pale Moon" — Logan; "From the Land of the Sky Blue Water" — Cadman; "From an Indian Lodge" — MacDowell; modern popular music; "Indian Dawn" — Roos-Zamecnik

Negro music: "When Israel Was in Egypt's Land"; "It's Me, Oh Lord"; "Water Boy"; "Go Down Moses"; "I Ain't Gwine to Study War No More"; "Deep River"; "Swing Low, Sweet Chariot"; "Roll, Jordan, Roll," and other negro spirituals

American composers: MacDowell — "Woodland Sketches"; Sousa — "Stars and Stripes Forever," "El Capitan", Damrosch — "Danny Deever," *Scarlet Letter* (opera); Gottschalk — "The Dying Poet"; Grainger — "Country Gardens"; Gershwin — "Rhapsody in Blue"; Carpenter — "Skyscrapers"; Deems Taylor — Selections from *The King's Henchman*

Russian composers: Arensky — "At the Seashore"; Rubinstein — "Melody in F"; Karganoff — "In the Twilight"; Rachmaninoff — "Prelude in C Sharp Minor"; Tschaiakowsky — "Chant sans Paroles"; Rimsky-Korsakov — "Scheherazade," "Hymn to the Sun" from *Coq d'Or*

English composers: Sullivan — "The Lost Chord," *Pinafore*, *Pirates of Penzance*, *Mikado*; Elgar — "Pomp and Circumstance"; Coleridge-Taylor — "Hiawatha," "Viking Song"; Barnby — "Sweet and Low";

Adams — "The Blue Alsatian Mountains"; Bishop — "Home, Sweet, Home"

German composers: Brahms — "Hungarian Dance"; Schubert — "Hark, Hark, the Lark"; Handel — "Largo"; Beethoven — "Minuet," "Moonlight Sonata"; Schumann — "The Lotus Flower," "The Two Grenadiers"; Suppé — "Poet and Peasant"; Haydn — "Gypsy Rondo"; Mozart — "Turkish March"

French composers: Bizet — "Habanera" or "Toreador Song" (*Carmen*); Chaminade — "Scarf Dance"; Faure — "The Palms"; Gautier — "Le Secret"; Godard — "Berceuse" (*Jocelyn*); Gounod — "Nazareth," "Lovely Flowers I Pray" (*Faust*); Offenbach — Barcarolle "Lovely Night"; Verdi — selections from *Aida*; Debussy — "Girl with the Flaxen Hair," "Children's Suite"

Emotions in music. "Spring Song" — Mendelssohn; "Funeral March" — Chopin; "Military March," "Cradle Song" — Schubert; "Good-bye" — Tosti; "Home to Our Mountains," "Triumphal March" from *Aida* — Verdi; "Liebestraum" — Liszt; "Danny Deever" — Damrosch

Biographies of famous composers and musicians: Bach, Handel, Mendelssohn, Gounod, Grieg, Chaminade, Beethoven, Chopin, Schubert, Schumann, Strauss, Herbert, MacDowell, Cadman, Coleridge-Taylor, Foster, Wagner, Verdi, Rossini. Some of these composers may be impersonated and "visit" the school and tell about their life, experiences, and compositions.

Stories about famous contemporary artists: Hoffman, Rachmaninoff, Paderewski, Schumann-Heink, Kreisler, Spalding, Grainger, McCormack, Ruffo, Garden, Ponselle, Jeritza, Deems Taylor, and others

Memory contests of various types, song, operatic, instrumental. The victrola may be utilized for these contests. These contests may also include material about composers and famous musicians, birthplaces, nationality, and work.

Telling the stories of the operas. with the coöperation of the Story-Telling Club

Study of national songs and dances: noting particularly the rhythm of the numbers; Kamarenskaia — Russia, Jig — Ireland, Tarantella — Italy, Hornpipe — England, Highland Fling — Scotland, Bolero — Spain, Minuet — France, Czardas — Hungary, Habanera — Cuba

Characteristic instruments of the various countries: tom-tom — American Indian, castanets — Spain, ukelele — Hawaii, bagpipes — Scotland, dulcimer — Hungary, etc.

Many interesting programs may be developed by the Music Club in coöperation

eration with other school clubs. The following illustrations will suggest some of these possibilities. A number of these joint projects may be used to good advantage in the general school assembly. Ideas concerning the musical programs may be obtained from classified music catalogues or collections and from catalogues of victrola records.

**Art Club.** A number of pictures are displayed and an equal number of records played on the victrola. Each picture and record is numbered. The listeners match the record with the proper picture, naming the selection and its author, if possible. About fifteen or twenty pictures make a suitable program. Or fewer may be used if the Art Club explains or describes the pictures and the Music Club the compositions.

**Dramatic Club.** Playlets may be written around the life of any musician and his compositions may be played or sung during the dramatization. For instance, "When Foster Comes to Town" may be written around some interesting events in the life of Stephen C. Foster. The music is introduced and presented in a number of different ways, sung as solo, duet, trio, or chorus, or similarly played by various instruments or groups.

**Travel Club.** A trip is taken to various other countries. Appropriate music is played or sung, or dances are danced as each country is reached. Musical selections may also be used to suggest what the travelers are doing, the time of day, the events they are witnessing, etc.

**Story Club.** One member tells the story. At the proper places the music is played and the group decides the age of the hero or heroine, his nationality, his emotions at various times, where he is, what he is doing, the season of the year, the time of day, who are his companions, etc.

The characteristic and place of jazz music as typified by Gershwin, White-man, Kahn, and others.

Development of church music. Hebrew poets and prophets; music of the Bible; early congregational singing; Ambrose and his scales; Gregorian scales; Neume notation, origin of staff and clefs.

Contribution of the freaks' kazoos, jewsharps, and other instruments.

My favorite song or composition and why.

Lectures and talks by musicians, teachers, instrument makers and salesmen, composers, critics, and other competent speakers.

A consideration of music criticism using actual materials.

Visits to the theater and concert hall to hear music of all kinds: organ, instrumental, orchestral, and choral.

Collecting a library shelf of good books on music which will help the ordinary nonmusical pupil to learn something about music.

Original writing of music and poems for music by members of the club  
 Keeping of a magazine or book containing the best of the original compositions

Music and nature, religion, and national life

Use of music during the war

Listening to radio concerts by noted artists

The work of Carl Seashore of the University of Iowa in developing tests of musical ability Records may be obtained from the Columbia Company

Assembly programs of all types of music

Vocations in music and educational opportunities for preparation for them

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Fine material for use by this club may be obtained from the National Society for the Advancement of Music, 105 West 40th Street, N Y , Community Service, 315 Fourth Avenue, New York City; G Schirmer, 3 E 43rd St , New York, the Columbia Phonograph Company, Camden, N J and the Victor Talking Machine Company, Camden, N J

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#### BAND AND ORCHESTRA

It is not the purpose nor is it within the scope of this book to discuss the regular work of the band and orchestra. These activities are so highly developed and specialized that in most schools they are really curricular activities. Consequently, the only purpose of this and the following section on Choral Clubs is to suggest a few possibilities and activities apart from the regular music practice of the organization. Quite naturally there are

not many of these possibilities because the main function of the organization is to produce music. However, a few activities somewhat different from the usual practice occasionally scheduled will add to the attractiveness of the work and will increase the member's understanding, sympathy, and appreciation.

Although there are dissenters, music supervisors on the whole rate the orchestra as being more important than the band. Their reasons are: in the first place, it is more inclusive in its range of membership because girls may belong as well as boys. It is true that some school bands include girls but most of them do not. In the second place, there is a greater variety in instruments because the orchestra includes all the band instruments and the stringed instruments in addition. In the third place, a more complete training in musical education is usually represented in the orchestra. In the last place, there is a greater variety of music possible in the orchestra than in the band.

#### ACTIVITIES AND PROGRAM MATERIAL

Some of the more or less "club" type of activities which may be included in the year's program are as follows:

- History of this type of music organization: origin and development
- The origin and original meaning of the terms *band* and *orchestra*
- The history of the various instruments (see Musical Instrument Club)
- Choosing the instrument to be mastered: its cleaning, and care
- The place and function of the various instruments in the organization
- Methods of tuning with the various instruments and pitches
- Seating, standing, and marching arrangements
- Music interpretation: meanings of marks and signs
- Study of particular types of music especially suited to the organization
- Composers and their compositions
- The study and discussion of great bands and orchestras
- Famous musical directors and conductors
- Well-known soloists and their work
- Visits to concerts of various kinds to hear orchestral and band music
- Discussion of current events and music topics (see Music Club)



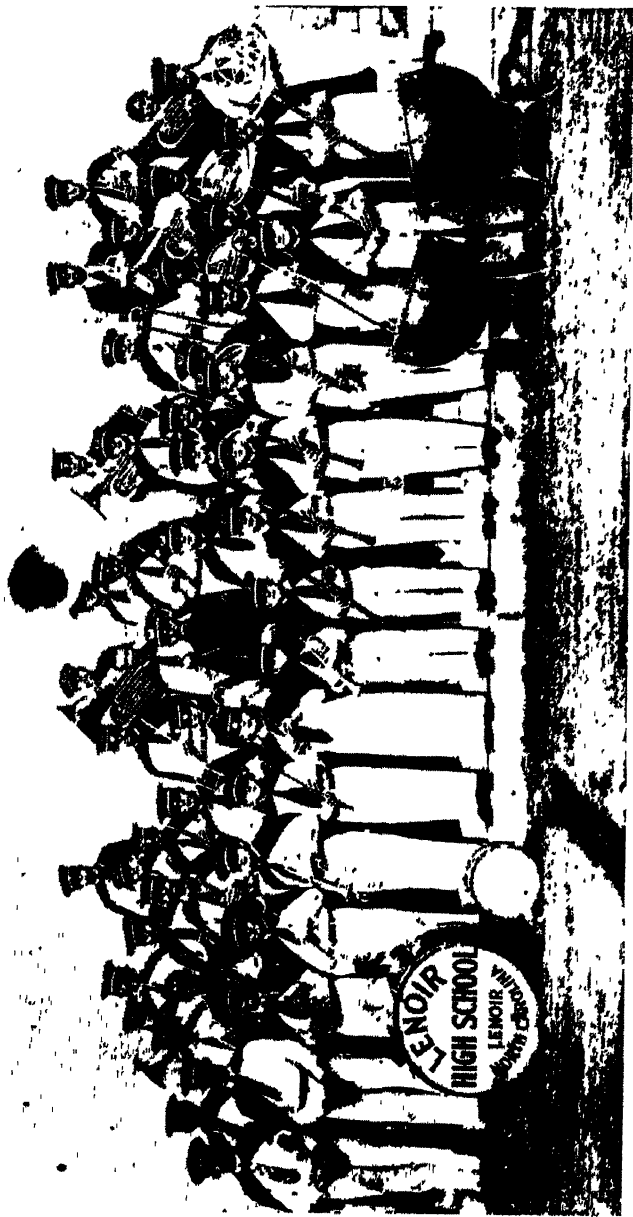


FIGURE 9. An attractively dressed school band accomplishes at least three important objectives · it educates those who play and those who listen, it helps to build school spirit and morale, and it wins friends for the school. Small as well as large schools now have bands The band shown above, Lenoir High School, Lenoir, North Carolina, Mr. James C. Harper, Director, represents about one fourth of the enrollment of the school

Promotion of music memory matches, recognition contests, and instrumental competition

Social programs and meetings

Playing for assemblies, parties, receptions, banquets, entertainments, conventions, meetings, games, contests, class-day exercises, commencement, and other school functions

A very fine assembly program on appreciation may be arranged, and instruments and instrumentation be demonstrated. Various types of music are presented, historical pictures with brief explanations, and other attractive features.

Listening to the victrola for check-up on general appreciation activities

Special assembly music for celebration of musicians' birthdays

Presentation of programs at neighboring schools, hospitals, churches, institutions, and at community projects

Discussion and reports on the orchestras and music of other peoples and nations

Talks by outside musicians, teachers, conductors, directors, and instrument makers

Vocational opportunities in the music field: possibilities for education and training for these

How music records are made, and how music is broadcast

Playing of original scores and tunes or arrangements of old tunes

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## MUSICAL INSTRUMENT CLUBS

## ACTIVITIES AND PROGRAM MATERIAL

A number of music clubs may be built around particular instruments. The more usual of these are. Banjo, Ukulele, Guitar, Jew's-harp, Piano, Organ, Violin, Trombone, Cornet, Saxophone, Mandolin, Bugle, Drum, Xylophone, Harmonica. The activities and program material of these clubs will be somewhat similar and may include the following :

How to choose wisely the instrument to be mastered

The origin, development, and history of the instrument

The manufacture of the instrument: how and where materials are made

Its selection, cleaning, care, polishing, and maintenance

The place and function of this instrument in the music world in an orchestra, band, choir, or as a solo, duet, trio, or quartette instrument

How to tune with various kinds of instruments and pitches

Methods and practice in learning to play it

Attention to proper physical precautions and care of lips, fingers, etc.

Participation in musical programs and musical organization activities

Famous players or artists of this instrument. their biography, training, methods, and work

The music especially composed for this instrument

Trips to concerts to hear the instrument played by experts and professionals

Visits to museums, stores, factories, and other places to see collections of these instruments both new and old

Promotion of playing and listening clubs in the school and among younger children; teaching these, and organizing small orchestras or groups

National instruments and how they became such

The place of this instrument in history and literature

Great men and women who played and loved the instrument

Collection of scrapbook material, clippings, pictures, photographs, autographs

Study of the bulletins and catalogues of instrument makers

Visit to prominent local organist to see operation of various stops and note how they compare with orchestral instruments

Vocational possibilities with this instrument, and methods of training for these opportunities

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Courses of lessons and books of instruction for the various instruments may be obtained from Carl Fischer Company, New York City; Willis Music Company, Cincinnati; Oliver Ditson Company, Boston, Massachusetts; M. Hohner, Inc., New York City; and the John Church Company, Cincinnati, Ohio. Other material will be found in the catalogues of instrument makers and music houses, and in the "methods" books to be found in any book store. See also the other Music Clubs in this book.

## SINGING

What has been said about the quasi-curricular character and place of the Band and Orchestra may also be said of the singing clubs. Singing is rather highly developed and there are a large variety of such clubs in the schools of the country. The interspersing of the regular practice sessions of these clubs with activities of more or less a "club" nature should make the work more interesting and should also increase the understanding and appreciation of the club members. Some of the suitable club activities and topics for discussion are as follows:

## ACTIVITIES AND PROGRAM MATERIAL

- Early solo singing: purpose, materials, methods, and occasions
- Later developments of singing, and the origin of group singing

The history of the development of the various "parts" in music

Study of unison, two-part, three-part, and four-part songs

Quality · voice placement; nasal, throaty, chest, and head tones; resonance

Phrasing · breathing, melody, harmony, rhythm, and accent

Tempo: rate, attack, precision, variations

Musical marking · meanings of the various interpretative marks

Great singers and their work: biography and training; listening to their singing either in concert or on the victrola

The literary and historic background of great songs and compositions  
This is especially valuable in understanding and interpreting certain commonly used parts of operas, national songs, folk songs, ballads, and love songs (See Music Club for appropriate programs and material.)

Singing of original tunes or arrangements

Appropriate celebrations of birthdays of great composers · Rachmaninoff, Tosti, Schubert, Foster, Moore, Verdi, Sullivan, Wagner, Schumann

Assembly programs on Armistice Day, Arbor Day, Columbus Day, Christmas, Thanksgiving, national days, etc. (See Music Club for suggestions.)

Programs with suitable demonstration and illustration may be frequently given to help the school to understand and appreciate songs and singing  
Some of these songs may be demonstrated with the victrola but a more personal and effective appeal will be made if they are sung by the club itself.

Furnishing music for dramatic productions, pageants, entertainments, contests, and other public occasions

The promotion of recognition contests, music-memory contests, and singing contests of all kinds among the members of the club and school

Singing for schools, churches, hospitals, old people's homes, and other institutions in the community representing a wider range of interest. Some of this work may be done in coöperation with the Welfare Club

Coöperation with the Dancing, Gymnasium, Travel, and other Clubs in particular types of music emphasizing rhythm and other qualities

Appreciation and check-up work with the use of the victrola

Trips to theaters, opera houses, and music halls to hear various types of singing

Vocational opportunities for singing in choirs, opera, light opera, musical comedy, vaudeville, lyceum; teaching and composition

Methods of training and education for these vocational opportunities

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## CHAPTER VIII

### SCIENCE AND MATHEMATICS CLUBS

Science and mathematics clubs may be divided into two main types: "pure" and "applied," with somewhat different aims and purposes. However, because a great deal of the regular classroom work will concern the "pure" type, the present section will consider both types together. Most of the work of these clubs, with the exception of a few investigational, study, recreational, and amusement activities will have to do with the application of science, scientific principles, and materials.

The main objectives of the science and mathematics clubs are to give the member an understanding of scientific principles, materials, and procedures; to relate the world of science to the member through such contacts or items as transportation, health, housing material, and natural resources, commerce and industry, professions, trades, occupations, standards of living, the home — food, clothing, heat, light, protection, medicine, amusements such as the radio or victrola, etc.; to increase the understanding and culture of the member by familiarizing him with the more common laws, concepts, definitions, and theories; to assist him in the interpretation of important current events, inventions, discoveries, and happenings; to offer an opportunity for experimentation and research; to help him to find an answer to some of his "whys" regarding phenomena; to acquaint him with the science of local factories, industries, utilities, city, state, and federal offices and procedures, and to disclose to him some of the vocational possibilities in science.

## CHEMISTRY

CHEMCRAFT, BUNSEN BURNERS, TEST TUBE AND RETORT,  
CHEMICAL SOCIETY, PHY-CHY, JUNIOR CHEMISTS

## ACTIVITIES AND PROGRAM MATERIAL

Discussion of the origin and history of chemistry

The increasing importance of chemistry in modern civilization

The terminology of chemistry: symbols and formulas, reactions, and reagents, equations, atoms and molecules, compounds, elements, mechanical mixtures, oxidation, and combustion

Preparation, properties, tests, and compounds of silver, iron, gold, carbon, chlorine, oxygen, hydrogen

Making of scrapbooks of recent interesting discoveries, inventions, and applications of chemistry and chemical principles Much of this material might be placed on the club bulletin board or in other ways displayed and exhibited for the benefit of the entire school The scrapbooks should be placed in the library where they will be available to other pupils not members of the club. A neatly typed, bound, and labeled book will make an attractive addition to any library.

Chemistry in industry and manufacturing: paints, stains, varnishes; steel, iron, copper, zinc, and metal manufacture; explosives; drugs and medicines; polishes, ceramics, dyes; and preservatives

The development of chemical apparatus: types, uses, and improvements

The chemistry of high and low explosives: kinds, uses, materials, and methods of manufacture, methods of setting off or detonating

Ceramics and chemistry: earthenware, tiles, brick, glass, porcelain, chinaware

The chemistry of dentistry. chemicals and their uses; amalgams, porcelain, gold, and other fillings

Chemistry and the photographer: methods of sensitizing; exposing; developing, fixing, and toning formulas; chemistry of printing operations

Chemical warfare: gases of various kinds, methods of manufacture, transportation, and use; protection from; flame and flame throwers, incendiary bombs, "Greek Fire"; smoke screens, methods of making and laying, and values; poisons, explosives, gases for balloons and dirigibles; sanitary engineering

Rubber: source, methods of collecting, manufacturing, and marketing

Perfumes: history, materials, methods of manufacturing, marketing



Synthetic gems : rubies, diamonds, and other stones , materials and manufacturing methods , how to distinguish substitutes from the genuine gems

How various kinds of ink, glue, and paste are made

The chemistry of carbon paper, mimeotyping and reproducing processes

The story of gold : methods of mining, placer, deep mining, etc. ; methods of smelting, weighing, and marketing the gold , gold plating and filling , working and engraving , alloys, kinds, uses, and methods of making This same outline may be used in the study of silver, platinum, and other precious metals.

Radium : discovery, methods of manufacturing or reducing, uses, protection from

Chemistry and the farmer : spraying formulas and methods ; soil fertilization and materials , paint and painting, whitewashing and calsomining ; milk testing ; cement, plaster, concrete, and similar materials ; insecticides and germicides, and sanitary measures used in protection of house and family, chickens, dogs, horses, cattle, hogs, and other animals ; water filtration ; soldering ; materials and methods of cleaning and polishing ; artificially smoking meats ; canning methods and processes and materials ; storing meat and eggs

Chemistry in the home : hard and soft water ; use of baking soda ; sweetening sour milk ; polishing metals, leather, and old silverware ; storage of eggs ; insecticides and germicides ; sanitary materials and methods ; medicines and the first aid cabinet ; removing of stains from linen, clothing, and other fabrics ; renovating and redyeing of old materials ; cleaning compounds for the carpets, rugs, and upholstery , paints and painting ; the chemistry of cooking, starch, proteid testing, vinegar

Methods of purifying and filtering water

The chemistry of iceless refrigeration

Home canning : materials and methods

Chemical fire extinguishers : materials, construction, and operation

Preservatives : kinds and uses, and those to be avoided

Dyes : vegetable and mineral ; methods of manufacture and uses

Properties, manufacture, and limitations of stainless steel

Poisons : preservatives, insecticides and germicides, acids, medicines, fumes, and others

The chemistry of glass work : making, working, rolling, molding, blowing, coloring and tinting, cutting, polishing, packing, and shipping

The chemistry of the garden : relation of sunlight, water, and soil , chemistry of the developing plant ; fertilization, rotation of crops

Liquid air experiments. making a mercury hammer, experiments with sulphur; and other interesting phenomena

Chemical circus: a great many interesting experiments in chemical magic can be performed by and for the club. Many of these are easily performed with little apparatus and small amounts of material. Most of these experiments are quite suitable for the assembly program. Such magic entertainment can also be used as one number of the "High School Night" program, at meetings of the parent-teachers association, or faculty party

Study of great scientists and their contributions: Hall and aluminum, Priestley and oxygen, Lavoisier and gases, Bunsen and his burner, Curie and radium, Edison and the storage battery, Pasteur and infectious disease, and others

Use of material from such magazines as *Scientific American*; *Science and Invention*; *School, Science, and Mathematics*; *Popular Mechanics*

Development and use of slogans such as: "Atoms work twenty-four hours a day — do you?"; "Is your mind short-circuited?"

Trips and visits to filtration plant, sewage-disposal plant, gas works, drug stores, and manufacturing plants, paint shops and plants, cement and concrete works, jewelry factories, glass works, brick companies, ceramic industries, and other commercial and industrial pursuits in which chemical principles and materials are utilized

Assembly programs built around chemical principles, material, processes, and phenomena; biography of the atom, chemical magic; liquid air, demonstration and dramatization of practical and applied chemistry; and home helps

Playlets such as *The Cinderella of the Metals*, which is based on group one of the Periodic Table.

#### CAST OF CHARACTERS

GOLD, *Delicate, yellow-haired, conceited*

SILVER, *Gold's sister, sturdy and aristocratic*

COPPER, *Step-sister, unselfish, full of service and joy*

LITHIUM, *King's messenger, small and active*

POTASSIUM, *Prince, serious, thoughtful*

CAESIUM, *Butler*

RUBIDIUM, *Butler*

SODIUM, *Chaperon*

RADIUM, *Fairy god-mother*

ACT I *Noon at the home of a rich family.*

ACT II *Scene at a ball.*

The chemistry of your automobile. fuel and its combustion and transmission into power, cooling methods, oil and grease on frictional surfaces; tires and rubber; the storage battery; polishing and cleaning metals, leather, and upholstery, repainting and revarnishing; study of the various kinds of metals which go into the car, and general methods of manufacturing them

Vocations in chemical industries: opportunities for manufacturing soap, candy, steel, drugs, paints and varnishes, polishes, and perfumes; metallurgy; fire insurance, protection, and inspection, laboratory positions in research, investigation, and chemical engineering; teaching; experimental work in agriculture, medicine, and pharmacy; chemical testing; salesmanship, sanitary chemistry and engineering in private, city, county, state, national capacities; government work in civil service, mining, food, fuel, gas, wood, and other fields

Educational opportunities in colleges, universities, in engineering and pharmacy schools; in research laboratories, factories, stores, and similar places for training in the vocations of chemistry

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## PHYSICS

## ACTIVITIES AND PROGRAM MATERIAL

Primitive man's use of simple machines: fist hatchet, bow and arrow, sharpening devices; lever devices for raising water, discovery and use of metals; early methods of surveying; water clock, and other early mechanisms

Famous physicists and their contributions: Thales of Miletus, Pythagoras, Aristotle, Euclid, Archimedes, Lucretius, Pliny the Elder, Al Hazen, Bacon, Galileo, Pascal, Boyle, Charles, Newton, Davy, Rumford, Faraday, Helmholtz, Watt, Volta, Bell, Morse, Edison, Marconi, Ampere

Origin of the units of measure: English — pound, foot, yard, quart; and metric — gram, centimeter, meter, liter

Methods of measuring heat, density, specific gravity, electricity, light, rate of vibration, strength of metals, altitude, humidity, expansion, pressure

Density: methods of calculation and uses

Specific gravity: definition; methods of calculation; uses

Pressure: barometer and barograph; vacuum experiments; compressed-air outfits; pumps, air tanks, brakes

Pumps: lift, force, siphon, centrifugal, power, spray, hydraulic ram

Types of levers: scissors, nut cracker, and sugar tongs

Friction and friction enemies: bearings, ball bearings, roller bearings; lubrication by oil, grease, and water

Principles of construction, operation, and use of four-cycle and two-cycle gasoline engines

Expansion as utilized in boiler steam engine, gas engine, or steam turbine

Development of the clock: sun dial, water clock, table clock, time-ball, etc.

The balance wheel of a watch and its physical principles

The origin and development of artificial illumination: oil, candles, lamps, gas, electricity; illustrating the principles of capillarity, oxidation, evaporation, convection, resistance, and incandescence. Simple experiments in

measuring candle power and in comparing the various types of light bulbs in candle power and operating expense may be performed Discussion of standards of illumination for various types of offices and rooms

Mirrors . plane, concave, and convex

Refraction : lenses — convex and concave — and their uses

Simple and compound microscope : telescope , opera and field glasses and prism binoculars , principles, construction, and use

Sounds and wave motion : vibration of wire or reed mouthpiece , metal, such as piano sounding board or tuning fork ; boxes, such as violin and cello ; whispering galleries, and echoes

Investigations, special reports on, and demonstrations of such topics as :

Alarm clock	Freezing	Spring balances
Aneroid barometer	Gas refrigeration	Stereoscope
Antenna	Hydrometer	Stethoscope
Astigmatism	Lenses	Storage battery
Balloons and dirigibles	Lightning rods	Storms and cyclones
Blood pressure	Liquid air	Surveyor's transit
Buoyancy	Motion pictures	Talking pictures
Colors and shades	Percolator	Television
Condenser	Perpetual motion	Thunder
Crystals	Piano	Vacuum bottle
Drydock	Pneumatic hammer	Vacuum tank
Electric fuse	Physics	Water power
Electric welding	Safety lamps	Wind instruments
Fireless cooker	Searchlight	

Color and spectroscope

The camera : principles of photography ; types of cameras and lenses ; the motion-picture camera. (See Camera Club )

Inventions or discoveries needed in this field

The physics of the automobile : mechanics as illustrated by bolts, wheels, springs, and moving parts ; light, by its headlights, dash- and tail-lights ; heat by the internal explosions in the engine ; sound, by its horn, whistle, or rattle ; mechanics of liquids, by the circulations in its cooling and oiling systems ; magnetism, by its electric equipment, battery, and starting and lighting devices , other items might be lenses, color refraction, gearing of different ratios, pulleys, wedges, levers and leverages, air pressure, vacuum system, overcoming friction, radiation, thermostatic control. (See Automobile Club.)

In a similar manner many other machines and mechanisms may be utilized in the discussion of principles and practical applications of physics. Among these are the airplane, submarine, tank, tractor, truck, sewing machine, trip hammer, steam shovel, pile driver, steamship, machine gun, camera, electric refrigeration, steam engine, turbine, escalator, lathe, drill press, typewriter, street car, electric locomotive, dirigible

Electricity in the home: fan, toaster, heater, lights, bell, buzzer, radio, curling iron, smoothing iron, sweeper, electric refrigeration, wiring, and meter. Some of the more simple electrical apparatus may be made by the club.

Electricity in commerce and industry: motors, dynamos, elevator, escalator, fans, gun-firing mechanisms, barber's clippers, street-car motor, electric locomotive, transformers, insulation and insulators, cranes, derricks, and coal-mining machinery. (See Electricity Club.)

Visits to laboratories, steam and electric plants, mills, shops, manufacturing plants, museums, exhibits, and other places for purposes of inspection and study

Interesting assembly programs may be built around demonstration and dramatization of the principles of physics. A pageant showing the development of physics, introducing many of the most famous physicists and their contributions, makes an interesting program. A radio program or demonstration of important physics apparatus or principles would also be worth while.

Vocations in physics: teaching, research, investigational and experimental work and testing, governmental positions, engineering, opportunities for invention, and others

Opportunities for education and training for these vocations

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### GENERAL SCIENCE

#### SCIENTIFIC SOCIETY, EDISON, NEWTON, KURIOSITY KLUB, MARVEL AND WONDER

##### ACTIVITIES AND PROGRAM MATERIAL

The place and function of science in teaching appreciation of our surroundings

Electricity in the home: study of various apparatus such as lights, bells, buzzers, radio, switches, stoves, curling and smoothing irons, toaster, fans, sewing machine, sweeper, wiring, meter. A number of these items may be brought to the school for purposes of study and demonstration. The club or interested members of the club might even make simple electrical apparatus such as a motor, buzzer, engine, fan. (See Electrical and Radio Clubs for additional material)

Home plumbing: materials; basins, tubs, tanks, piping — lead, iron, brass, steel; faucets, drains. Heating units, methods of repairing leaks and cracks in various types of pipes; solder and lead; wiping joints; reading blue prints; legal restrictions; thawing out frozen pipes and the prevention of freezing. (See Plumbing Club.)

Nature lore: study of birds, animals, plants, trees, and flowers, in the home or community; practice in identifying them; planting, transplanting flowers and plants; wild animal photography; taxidermy; pressing and labeling flowers; making feeding stations, bathing pools. (See Nature Study, Botany, and Bird Clubs)

Machinery: pulleys, screws, wedges, inclined planes, pendulums, levers — as found in scissors, sugar tongs, and nut crackers; principles and opera-

tion of steam engine, lathe, electric motor, band saw, drill press, steam boiler. (See Machinery Club.)

Science in war: high and low explosives; tanks; submarines; airplanes; torpedoes; machine guns, chemical warfare; flame throwers; water purification; camp sanitation; balloons and dirigibles; star shells; search-lights; shrapnel; high explosive and armor-piercing shells; grenades; gas masks; medicine and surgery

Science in business: typewriter, bookkeeping machines; check protector; computation, estimation, and calculating machines and devices; filing cabinets, safes, distributing devices; opening, sealing, and stamping machines; telephone switch; bells and buzzers; special stationery. (See Commercial and Banking Clubs)

Astronomy: stars and constellations; movements (sun and moon), and their relation to man; mathematics of astronomy, methods of observing the stars; telescopes and other instruments; famous observatories; stories of the discovery of famous stars; mythology and astronomy. (See Astronomy Club.)

Science in transportation: first wheeled conveyances, wagons; horse cars; cable cars; electric cars; steam trains; steamboats and ships; airplanes, balloons, and dirigibles; submarines; electric locomotives

Scientific fakes: patent and "cure-all" medicines; astrology; phrenology; palmistry; birth marks and telegony; artificial eggs and honey; determining sex of egg; influencing or foretelling sex of animals

Scientific impossibilities: squaring the circle, alchemy; perpetual motion; destroying matter

Methods of heating the home: stoves, hot-air furnace, hot water, steam, gas, electricity

Air pressure: suction pump, siphon, ventilation devices, barometers; use and construction

Lights and lighting: history of illumination; oil, candles, kerosene lamps, gas, electricity; illustrating the principles of capillarity, oxidation, evaporation, convection, resistance, and incandescence; simple experiments in determining candlepower; relative value of various kinds of bulbs

Building materials: stones of various kinds; their sources, history, methods of quarrying, and uses; bricks and their manufacture; cement, plaster, mortar, paints, stains, and varnishes and their uses; kinds and uses of lumber, roofing

Weather: ice, snow, rain, hail, sleet, fog and clouds, wind, storms, frost and snow crystals and formations; use of weather instruments, barometer,



wind direction and speed indicator, rain gauge; weather maps and map reading; newspaper weather reports, weather-bureau signals, importance of weather study to the farmer and business man; weather insurance

Refrigeration: making of ice; iceless refrigeration; electric and gas refrigeration

Climate and its effect on man's activities

Forest conservation purposes, methods, and relation to man's life

Study of construction, and reading of a water, electric, or gas meter

Safety first precautions in the school

First Aid materials, equipment, and methods

Special reports, explanation, demonstration, general discussion, and experiments on such topics as:

Acids and uses	Fire extinguishers	Removing stains
Airbrake	Glass making	Rubber tires
Air pressure	Gold filling	Safe locks
Alarm clock	Hydraulic brake	Safety valves
Antique furniture	Hydroplane	Shoe polish
Artificial silk	Ice cream	Soap making
Automobile	Infra-red rays	Soda pop
Aviation	Ink	Soil acidity
Bluing	Insecticides	Spraying formulas
Boiling water	Insulated wire	Stone cutting
Borax	Jell-O	Storage battery
Candy	Linoleum	Submarine
Canning	Magnetism	Talcum powder
Cleaning compounds	Making leather	Telephone
Color printing	Metal polishes	Television
Convection currents	Mine ventilation	Testing steel
Cornet manufacture	Nickel plating	Textiles
Crystals	Natural silk	Thermometer
Cutlery	Paint remover	Toilet water
Door locks	Paints and varnishes	Tree surgery
Dry battery	Paper cleaner	Ultra-violet rays
Dyes and dyestuffs	Pencil manufacture	Vacuum cleaner
Dynamo	Piano	Vinegar
Electro-magnets	Precious stones	Water glass
Elevators	Printing	Water purification
Enameling	Protractor	Wireless

A great many experimental sets for boys are now available and these may be found valuable in the General Science Club. Meccano, Chemcraft, experimental sets relating to magnetism, light, electricity, surveying, mineralogy, and many others may be utilized. Toys, electric trains, hoists, motor machinery, and similar equipment may also be used.

**Dramatization:** Many playlets and pageants may be written around science facts, marvels, developments, and individuals. For instance, "The New Assistant" is a play built around the metric system. (May be obtained from the Metric Association, 156 Fifth Avenue, New York.) "Creaky," an old decrepit worn-out person, represents the English System and "Miss Metric," a beautiful and efficient young lady, represents the new system. The nations now using the metric system (other actors and actresses suitably identified) try to persuade the United States and Great Britain to adopt the new and more efficient plan. Great Britain will not give up her old customs. The United States decides in favor of adopting the new system but later encounters trouble in getting through the necessary legislation. Allegorical stories, fables, and fairy stories make good vehicles for science dramatics. Nearly all of this material may be used to good advantage in the general school assembly.

Every daily or weekly paper, or magazine, as well as scientific papers and magazines, contain much modern scientific news. Material about inventions, improvements, discoveries, engineering feats, disease cures, discovery of unknown star, plant, germ, or animal, radio, aviation, automobiling, and motion pictures, all are suitable for club programs.

**Question box:** the club might be the answerer of all scientific questions which are raised by the school at large. These questions may be dropped into a box and then posted on the bulletin board with the correct answer.

Debates on the relative value of inventions and discoveries, scientists, "Creation vs. Evolution," and similar topics, make good program material.

Keeping a magazine record of the work of the year suitably illustrated

Coöperation with the Art, Architecture, Agriculture, Astronomy, Bank, Botany, Chemistry, Commercial, Dairying, Physics, Plumbing, Nature Study, Zoölogy, and other clubs on topics of mutual interest and value

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The World Almanac, published by the New York World, Pulitzer Building, New York City, and the New International Encyclopedia Year Book furnish fine material which this club may use. The American Museum of Natural History, New York, issues valuable books and pamphlets on scientific subjects, at a low price; also the World Book Company, Yonkers, N. Y.

## SURVEYING

## TRANSIT, ROD AND CHAIN, MAPPING, ENGINEERING

## ACTIVITIES AND PROGRAM MATERIAL

Materials and equipment of the surveyor: transit, rod, chain, stakes, compass, book

Construction, adjustment, and operation of the transit

Principles of surveying: use of mathematics

Measuring and determining the area of a plot of ground

Sketching and mapping equipment and methods

Mapping to scale the main features of a section of land use of conventional signs

Methods of measuring the width of a chasm or river

Measuring the height of a tree, telephone pole, church spire, or monument

Leveling and grading work: measuring a gradient

The plane table and its uses

Surveying for parks, cemeteries, roads, boundaries, lines, electric and communication lines, and railways

Visits to museums, stores, and exhibits to see and inspect equipment

Visits to excavations, construction and building work to see surveying

Assembly programs with demonstrations and dramatizations

Study of great engineering feats: Panama Canal, Keokuk Dam, Wilson Dam at Muscle Shoals

Famous surveyors and their surveys: Washington, Mason and Dixon, and others

Vocational opportunities: civil engineering, mining engineering, construction work of all kinds, transportation engineering, landscaping, laying out parks, cemeteries, roads, streets, surveying suburbs, boundaries; work with telegraph, telephone, state and city departments of engineering and highways; sanitary engineering; government service in army, reclamation service, Coast and Geodetic Survey, and Geological Survey work

Educational opportunities for the vocations in this field

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#### MATHEMATICS

ARITHMETIC, EUCLIDIAN, TRIGONOMETRY, PYTHAGOREAN, TRIANGLE, ORIGINAL GEOMETRICIANS, SQUARE AND COMPASS, APPLIED MATHEMATICS, HELLENIC-MATHEMATICS, RITHMOMACHIA, MATHEMATICAL RECREATION, X Y Z

#### ACTIVITIES AND PROGRAM MATERIAL

History of arithmetic, algebra, geometry, trigonometry, and other branches of mathematics

The origin and development of our Arabic numbers

Our complete number system. the history of zero, the history of the decimal point

Development of the abacus: the dust table, wax tablet, line abacus, the stone

The abacus of China, Japan, Russia, and Rome

Origin and development of the various mathematical signs

Origin and use of X for the unknown

Mathematics of the Hindus, Arabs, Greeks, Egyptians, and Romans

Famous problems of antiquity. trisecting an angle, duplicating a cube, and squaring a circle

Famous mathematicians and their contributions: Euclid, Plato, Newton, Descartes, Archimedes, Pythagoras, Pascal, Napier, Leonardo of Pisa, Stifel, Einstein, Leibnitz

The measuring instruments of long ago

Old Greek mathematics and the influence of Christianity

Women mathematicians

Mathematical prodigies

Napier and his Rods

Archimedes and some of his inventions

Origin and development of the idea of "Per cent"

Mathematical terms: what is an axiom? (See Ch. III, Young, *Lectures on Fundamental Concepts of Algebra and Geometry*.)

The rôle of definitions in mathematics

Graphic records and plotting of curves, types, construction of, uses, and illustrations

Graphical methods

Nature and uses of formulae

Theory and examples of indirect measurement

Approximate nature of a direct measurement

The number of significant figures in an indirect measurement

Highest possible degrees of accuracy

Degrees of accuracy required in engineering, the sciences, business, manufacturing, and other vocations

The binomial formula

Can we prove that minus 3 ( $-3$ ) times minus 5 ( $-5$ ) is equal to plus 15 ( $+15$ )?

The concept of function and examples

Discussion of integral and fractional exponents

The normal probability or Gaussian curve

How logarithms are calculated

The calculation of  $\pi$

Einstein and his theory. (See Bolton, *Introduction to the Theory of Relativity*)

The laws of algebra

The nine-point circle

What is a *limit*?

Solution of problems by intersections of loci

Discussion of the fourth dimension

Some examples of non-Euclidean spaces. (See Ch. II. *Fundamental Concepts*, J. W. Young)

The Pythagorean theorem and its various proofs

The geometrical representation of complex numbers

What does the mathematician mean by infinity?

Why the expression  $a \div 0$  is absolutely meaningless

The practical uses of variation

Frequently made errors in Algebra (or Geometry)

Members act as teachers' assistants, and also assist pupils needing help

Vocations in mathematics: engineering, teaching, and others

Preparing for mathematical vocations

A round table on "How I study mathematics," "What I expect to gain through the study of mathematics"

Mathematics in the training for citizenship

Study of codes and ciphers

Mathematics in poetry, literature, art, and music

"House Project": buying lot, surveying it, planning the excavation, coöperating with Craftsmanship, Architecture, Blue Print, Gardening, Art, and Home Economics Clubs on the plans for the house, estimating the cost of building, finishing, landscaping, insuring, and equipping it with furniture. A small house may be actually built.

Mathematics and efficiency

Mathematics in artillery science

Marine mathematics: finding position at sea; use of sextant

Mathematics of the sun dial

Mathematics of the calendar

Mathematics of the top

Mathematics of the carpenter's square

Measurement of the earth

Proving the curvature of the earth and determining the earth's radius

Mathematics as a mode of thought

Mathematics in our everyday life

Mathematics in nature

The theory of probability

Mathematics in war

Geometric forms in botany

Mathematics in agriculture, industry, chemistry, art, and music

Mathematics and the discovery of Jupiter

Mathematics in physics

Mathematics and astronomy

Mathematics in map drawing

Standardized tests and measurements in mathematics

Plays and dramatizations given in club meetings and general assembly

"Adventures of X," a number play in three acts (*Mathematics Teacher*, March, 1924).

Minstrel Show, with Mr. X, Mr. Y, Mr. Z, Mr. Zero, Mr. Minus, Mr. Plus. Use is made of mathematical jokes, conundrums, fallacies, parodies, songs, games, stunts, etc.

Dance of the Angles

A Mathematical Schoolroom

Pageants of mathematics: mathematical personifications and applications or relations to local school, building, rooms, equipment, and activities; might be staged under the name, "Without Mathematics Where Would We Be?"

Mathematical Magic

Mathematical Circus

Mathematical Court

Short cuts in multiplication. Multiplying by 11, 9, 99, by factors, by 21, 31, 61, etc., squaring numbers ending in 5, mixed numbers, etc.

Short cuts in addition, subtraction, and division

Magic Squares, Cubes, and Circles: hyper-magic, doubly-magic, and symmetrical

Tricks with nines

Mathematical puzzles

Suppose our radix were 8 instead of 10

Suppose our radix were 12 instead of 10

Debate: Resolved that the radix 12 would be better than the radix 8

Debate: Resolved that the metric system should be adopted

Construction and use of, and practice on and with the mathematical



instruments: slide rule, abacus, transit, comptometer, circular slide rule, parallel ruler, compass, protractor, planimeter, calculating machines, trinometer, harmonic analyses

Contests in mathematics for speed, accuracy, logic, and other abilities

Some tricks with the slide rule

Visits to factories and offices for demonstrations of applied mathematics and mathematical instruments, adding machines, comptometers

Mathematical games: "Buzz," "Simon Says," "Old Maid," "Blackboard Relay," "Math Shark," "Math Down," "Crossed Words," "Nim," "Zip, Zip," "Authors," and "Baseball"

Mathematical menu

Guessing contests: of distances, weights, time, pitch, etc

Game of Rithmomachia: pieces and board, meeting, assault, ambuscade, siege

Field trip for study of mathematics in nature

Discussion of the relation of the following terms and their relations in everyday life about us: positive, negative, radius, proof, angle, table, graph, false, equal, true, line, circle, proportion, section, axiom, square, perpendicular, triangle, parallel, intersection, per cent.

Trips to churches, stores, houses, bridges, and reservoirs, to study mathematical principles

Curiosities in numbers

Mathematics with cards or chess

Fallacies and paradoxes in mathematics

Examples of reasoning in a circle

Number forms (psychological)

Number rhymes and geometrical puns

Mathematical songs and parodies

Pascal's Mystic Hexagram

Models of the regular solids

Paper folding and cutting

Optical illusions and their explanation

Practical examples of very large and of very small numbers

Outside speaker, business man, astronomer, teacher, or comptometer expert

Mathematical quotations

Current mathematics in magazines, newspapers, and bulletins

A mathematical journey: describing cities geometrically and mathematically

Mathematical exhibition of figures, processes, problems, stunts, and fallacies

Ready rules in mensuration

Making of scrapbooks and club library

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## CHAPTER IX

### NATURE-STUDY CLUBS

The nature world about us is composed of thousands of beautiful, unusual, and interesting phenomena and represents so great a variety that nature-study clubs should never lack for activities or program material. The whole wide world is the field of the nature-study clubs. The main aims of these clubs are to interest the member in the wonders and beauties of nature and to develop this interest into an understanding, appreciation, and love of it; to lay a foundation of knowledge about trees, plants, flowers, birds, animals that will make this world more interesting to him; to teach him the part good citizenship plays in the care, protection, and conservation of nature's treasures; to develop in him a love of nature hikes; to teach him how properly to observe nature; to give him pleasant and profitable recreation; to acquaint him with the commercial values and uses of various natural products; to give him the opportunity to assist in equipping the school museum or aquarium, and in providing and caring for the school flowers, flower boxes, or gardens; to teach him to appreciate the relation of natural phenomena to his own life and activities; in short, to teach him to understand, enjoy, and love nature.

#### NATURE

NATURALISTS, OUTDOOR, JOHN BURROUGHS, WILD LIFE,  
FINS, FURS AND FEATHERS

#### ACTIVITIES AND PROGRAM MATERIAL

Discussion of the term "Nature Study". the divisions; consideration and the selection of some particular division, or divisions in which to work

Work with plants and flowers under such headings as

Identification of plants, roots, stalks, bark, leaves, flowers, fruits, and seeds

Contests in these identifications among the members and outsiders

The collection of specimens from roadside, pond, stream, wood, and field

Transplanting, displaying, pressing, mounting, and labeling specimens

Discussion of the various parts of a flower: petals, sepals, pistils, etc.

The functions of the various parts of a plant or flower

How the plant is fed: its digestive and assimilative process

Varieties of coloration in flowers and the purpose of coloration

Wild flowers and plants in the neighborhood: names, season, habitat, and other interesting bits of knowledge

Methods of flower propagation, natural and artificial

Experimentation with flowers and plants

Plants used as food. (See Botany Club)

Poisonous plants and their detection

Making and maintaining flower boxes for the school

Care of the school lawn, flower and garden plots, trees and shrubs

The commercial uses and values of flowers and plants

Visits to greenhouses, gardens, conservatories, exhibits, flower shows, and florist shops

Flowers and plants in history, literature, and music

Landscape gardening: principles, material, methods, and plans

Assembly programs on flowers and plants with slides, films, drawings, and other illustrations

Study of birds and bird life:

Trips to places where birds may be seen and heard for purposes of identifying, sketching, photographing, learning bird calls, noting bird habits

Kinds of local birds: colorings, markings, calls, habits, size, etc.

Charting the arrival and departure of birds

The emotions expressed in bird calls: anger, pain, sorrow, love, and fear

Building of bird houses, bungalows, pools, shelves, feeding stations

Visits to museums to see strange, historical, and foreign birds

Enemies of birds: cats, snakes, vermin, other birds, and methods of protection from these enemies

Collection of bird material for the school museum

Collection of bird stories, books, and pictures for the club or school library

Study of methods of bird banding

Making scrapbooks of interesting pictures and articles about birds

How the bird starts, flies, and alights

Holding bird programs in assembly on Bird Day

Birds of other countries and other zones

Historical and mythological birds

The value of the bird to the farmer

Methods of encouraging the birds to remain over the winter · protecting, feeding, and housing

The foods of domestic birds and wild birds: the manner of obtaining these foods

Study of animals of various kinds:

Domestic animals: horse, dog, cow, cat, mule, pig, sheep, goat, donkey, and others; habits; development and evolution of these animals; their place in commerce and civilization, their work and function; methods of breeding types; methods of handling, feeding, and housing; methods of protecting from disease and accidents; animal judging

Wild animals: rabbit, squirrel, gopher, groundhog, deer, bear, lion, wild hog, tiger, moose, elephant, giraffe, bison, monkey; their place in the animal world; general characteristics; habitat, habits, food and feeding; dangers, uses of, how caught, captured, and domesticated; history; stories and myths about these animals; visits to museums and circuses to see them

Study of insects: the house fly, other flies, mosquitoes, spiders, centipedes, grasshoppers, waterbugs, beetles, butterflies, bees, fleas, moths, and insects of many other types; the collection of specimens; their distribution; their place in nature; benefits of and dangers from them; types and variations; characteristics, foods, and feeding habits; methods of capture and preservation; habitats, methods and extent of multiplication; uses in nature or in commercial pursuits; methods of protection from; references to them in literature and history

Study of reptiles: turtles, snakes, crocodiles, alligators, and lizards

Kinds of snakes and lizards: their habitats, habits, food, and feeding

Distinction between harmless and poisonous reptiles

Snake bites and their cure

Interesting habits of the reptiles, as hibernating, swallowing, crawling, etc.

Commercial value and uses of reptiles for food, for their skins, as pets, and in other ways

Reptile farms: methods of raising and marketing

Field trips to hunt snakes, lizards, and turtles

Visits to museums to see specimens from other countries

Snakes in literature, history, the Bible, art

Superstitions concerning snakes — sliminess; charming other animals; hoop-snakes, milking cows; swallowing young, joint snakes, and snake oil

The animals of the water: small fish — catfish, salmon, perch, trout, pickerel, bass, minnows, large fish — shark, baracuda, swordfish, halibut; small animals — frog, beaver, muskrat, snakes; large animals — seal, walrus, whale, octopus, squid, serpents; variations of types, places in nature; main characteristics; geographical distribution; commercial uses; methods of hunting or capture; foods and feeding habits; benefits of and dangers from; habitats; habits; their place in literature, music, and history

The products of plants and animals listing of household articles; food products from seeds, fruits, stalks, roots, leaves, etc., floors and furniture from woods, clothing from vegetables and animal matter, as cotton, silk, and leather

Recognizing wood structure and grain and types of sawing

The plants as original manufacturers of all foods

Animal foods from living plants: plant food from living animals

Animal pets: cat, horse, dog, white rat, pony, and others; general characteristics; teeth, claws, body structure, eyes, ears, fur, voice, food, habits, history, and care

Study of pond life: snakes, crayfish, waterbugs, minnows, frogs, plants

Raising frogs: sketching their development; keeping a diary or story

Nature's methods of protecting its animals through coloring, plates and hard protective surface, speed, weapons of defense, and by other interesting devices and habits

Insects, birds, and animals at work: ants, bees, wasps, beavers, robins, wrens

Seasonal changes in birds and animals: feathers, fur, hair, wool, and coloration

Study of weather, weather maps and stations: rainfall, temperature, frost, snow, wind, hail, clouds, sunshine, ice, dew, lightning, relation to animal and plant life

Puzzles and identification games: use of cut-up pictures and sketches

Recognition contests with birds, animals, fish, and reptiles; use of pictures

Photographing wild-animal life: squirrels, frogs, woodchucks, birds in and out of nests, etc.

Strange transformations in nature: butterfly, moth, mosquito, frog

Forests: types of woods, distribution, national forests, commercial uses; wood, pulp, resin, turpentine, alcohol, maple sugar; values of forests in agricultural pursuits; conservation, deforestation, and reforestation, prevention of fires; prevention of waste in cutting and sawing

Characteristics of common trees: size, shape, trunk, branches, bark, color, twigs, buds, leaves, blossoms, fruit, seeds, determining age

Mineral wonders: crystal growths, caves, and formations; salt, quartz, mica, feldspar, granite, limestone, marble, shells, coral

Making of crystals by use of blue vitriol, alum, salt, bichromate of potash

Mining: types, methods, material, and equipment

Study of the sky: recognition and diagramming of the stars and constellations

The relation of various astronomical phenomena to man: tides, seasons, etc.

Visits to observatories for the purpose of studying the stars

Tracks and tracking: soft-footed animals, such as foxes, cats, rabbits, skunks, squirrels, dogs; and hoofed animals such as horses, cows, mules, sheep, pigs, moose, and deer

Charting the trees, shrubs, and plants in the park, school grounds, or at home

Winter as the season of rest; spring and summer as seasons of work

Animal and bird life in the frigid zones

Glaciers: origin, formation, movements, and influence

Visits to parks, woods, rivers, greenhouses, nurseries, aquaria, fish or chick hatchery, woods, fields, or places of unusual attractiveness, beauty, or interest

Keeping notebooks or diaries, records, histories, sketches, and snapshots. The best of these might be made into a bound booklet or magazine showing the work of the club for the year

Discussion of the equipment of the naturalist: knife, hand lens, field glasses, notebook, tweezers, bottles, tin cans, butterfly nets, dip nets, preserving materials, glass and rubber tubing, mounts, jars, aquaria, terraria, cages

Building a school or club museum: specimens collected are identified, labeled with name, date, habitat, location, interesting data, and name of collector or owner

Conducting a nature-study exhibit or show for the entire school or community

Erection of and supplying material for a club bulletin board: clippings,



pictures, sketches, records, announcements Some of this material might be in the form of "Poster Posers," raising interesting questions concerning nature study, habits of animals, etc

Responsibility for a "Question Box" into which other students may place their questions on nature-study subjects

Presentation of Arbor- and Bird-Day assembly programs, interesting stories, illustrations, and demonstrations with nature-study material Frequently such programs might be "unit-theme" programs, each built around a single main topic such as "Our Forests," "Our Birds," "Butterflies," "Flowers," "Reptiles," and other equally interesting subjects

Making an honor roll for those members who have really contributed to the club and its work during the year This might be permanent.

Procuring the Perry or Audubon picture exhibit for the school

Reports on books, magazines, and newspaper articles, or on trips and visits

Study of the lives of great nature lovers: Burroughs, Burbank, Gray, Audubon, Agassiz, Miner, Thoreau, Mills, Seton, Beebe

Talks by competent outsiders, naturalists, travelers, botanists, and teachers

Reading of fiction based on nature study

Analysis of newspapers and magazines for leads on topics and investigations

Consideration of such questions as: Can a chicken swim? Where are the hen's teeth? Can a duck roost on a broomstick? How do the eyes of the cat and dog differ? Which has the warmer fur, the cat or the dog? Many such questions will be propounded by members, especially if the club has a "Question Meeting"

Nature in poetry, prose, and song: "Wasps, Social and Solitary," by Mr. and Mrs. Peckham; "Animal Intelligence," by John Burroughs; "Robert of Lincoln," Bryant; "Daffodils," Wordsworth; "Trees," Joyce Kilmer; "The Brook," Tennyson; "Mad River," Longfellow; "The Vine and the Oak," Emerson; "Ode to a Grasshopper," Leigh Hunt; and countless others

### SEASONAL

The Nature-Study Club is one of the few clubs which may have a very appropriate seasonal program. Elements and items in nature are always changing and, consequently, there is constantly a fine variety of program possibilities. The following program will indicate some of the seasonal

variations which may be capitalized in the work of this club. It will be noticed that this program concerns, almost entirely, local material and possibilities. The study of interesting foreign animals, birds, flowers, plants, and phenomena might well be included in such a program :

*September*

Flowers . asters, goldenrod, sunflowers, blackeyed Susans, thistles, morning glories, nasturtiums, wild carrots, ferns, bouncing Bets, marigolds, dahlias, petunias, zinnias, bittersweet

Insects : locusts, grasshoppers, bees, crickets, flies, dragon flies, beetles, katydids, caterpillars, moths, and butterflies

Seeds : catalpa, sycamore, ailanthus, sweet gum, cat-o'-nine tails

Plant reproduction : pollination, seed, and seed dispersal ; relation of birds, animals, and insects

The beginnings of bird migrations

*October*

Insects : woodborers, tent caterpillars, pinetree weevil, bark beetles, codling moth

Trees . maple, ash, chestnut

Flowers : dandelion, milkweed, gentian — closed or bottle. Use of Bryant's poem and Thoreau's discussion. Butter and eggs, cosmos, mosses, lichens, wheat

Collection of old bird's nests for museum and for study. Study of higher ones through field glasses, their material, placement, coloring, and protection

Methods of harvesting grains, crops, and fruits

Expeditions for collecting material for the winter aquarium

*November*

Chrysanthemum — queen of autumn : home varieties, experimentation, poems

Weather changes and moon phases

Bulbs and roots, onions, hyacinths, turnips, carrots

The animals' preparation for winter

Preparatory study of methods of aiding birds during the winter season : foods, feeding stations, etc.

Nuts : walnut, hickory nut, chestnut, hazelnut, beechnut, butternut

Galls and cocoons: carpenter-bee pupæ cases

How plants and animals help each other

*December*

Study of the stars

Holly, evergreen, and mistletoe

Trees: pine, spruce, hemlock, and balsam

Aquarium study: tadpoles, fish, and mussels

Bacteria and molds

Experiments in making crystals by use of blue vitriol, alum, salt, bichromate of potash and water

Crystals: mica, feldspar, granite, salt, quartz, marble, limestone, shells

Institute wild bird and game feeding program for duration of heavy snow period

*January*

Tracks: cat, rabbit, dog, squirrel, chipmunk, and bird

Birds: crow, owl, woodpecker, and bobwhite

Weather: maps, signs, and historical study of weather

Insect destroyers of stored lumber

Visits to the museums

Ornamental shrubs and trees

Snow: study of cause, snowflakes, benefits, and damages

*February*

Clouds, rain, hail, dew, frost

Study of the small residents; charting bird migrations

Difference in spring and summer coloration in bird's plumage

Birds: snow bird, golden crowned kinglet, chickadee, and nuthatch

Study of astronomy and astronomical phenomena

*March*

Germination of seeds: corn, beans, and peanuts

Snakes: how to tell harmful from harmless; values of, kinds, habitat habits

Buds: pussy willow, horse chestnut, poplar, lilac

Pruning of shrubbery

Early birds: robin, bluebird, blackbird; sparrow, scarlet tanager, brown creeper

Soils, ores, minerals, and rocks



FIGURE 10. Every one loves the great outdoors, especially in the springtime. Here some members of the Wild Flower Club, Jackson County, Colorado, are unaveling the mysteics of nature by identifying and studying flowers where mother nature planted them.

*April*

Birds. shrubs and trees for food supply and protection; natural tangles for nesting places, growing gourds for bird houses

Pond life: aquatic larvæ of mosquitoes, May flies, water-boatmen, water-striders, back-swimmers, money-bugs, and hell-gramites

Identification of leaves, blossoms: linden, elm, poplar, birch, oak, beech, and others

Maples and maple sugar: methods of gathering sap, preparing, and marketing

Flowers: violets, spring beauties, trailing arbutus, bluets

Arbor Day celebration: assembly program; tree planting, etc

Tree surgery

*May and June*

Flowers apple blossoms, dandelions, red clover, buttercups, sheep's sorrel, strawberry, jack-in-the-pulpit

Trees and uses of various kinds of wood for tables, baseball bats, canoes, golf clubs, and desks

Making of tree maps: charting trees of school grounds

Tree enemies, insects, and fungus diseases

Trees in literature and history

Animal and vegetable life in streams

Mimicry of insects: viceroy butterfly, walking stick, moths

Flowers: coloration, guide lines, etc.

Plant insect enemies: Venus fly trap, pitcher plant

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- NEEDHAM, J. G. *Natural History of the Farm*. Comstock Publishing Company.
- OLLER, M., and DAWLEY, E. K. *Little Plays from Greek Myths*. The Century Company.
- PALMER, E. L. *Field and Camp Notebook*. Comstock Publishing Company.
- PARSONS, F. T. *According to Season*. Charles Scribner's Sons.
- REED, C. A. *Pocket Library*. (4 volumes — *Tree, Flower, Bird, and Butterfly*.) Doubleday, Doran and Company.
- SCHMUCKER, S. C. *The Study of Nature*. J. B. Lippincott Company.
- SERVISS, G. P. *Astronomy with an Opera Glass*. D. Appleton and Company.
- SETON, E. T. *Wild Animals I Have Known*. Charles Scribner's Sons.
- *Animal Heroes and Others*. Grosset and Dunlap.

- VINAL, W. G. *Nature Hiking*. Comstock Publishing Company.  
 WEED, C. M. *Seeing Nature First*. J. B. Lippincott Company.  
 WELLHOUSE, W. H. *How Insects Live*. The Macmillan Company

## MAGAZINES

- American Naturalist Magazine*, Science Press, 3941 Grand Central Terminal  
 New York  
*Bird Lore*, The National Association of Audubon Societies, Harrisburg, Pa  
*General Science Quarterly*, New York City.  
*Guide to Nature*, Agassiz Association, Inc., Sound Beach, Conn.  
*Natural History*, American Museum of Natural History, 77th St. and 8th  
 Ave., New York.  
*Nature Magazine*, 1214 16th St., Washington, D. C.  
*Our Dumb Animals*, Massachusetts Society for Prevention of Cruelty to  
 Animals, Boston.

Other material may be obtained from the local State University, the Department of Agriculture, Washington, D. C., National Geographic Society, Washington, D. C., and the Perry Picture Company, Malden, Mass. See also the other Nature Clubs of this section. Very interesting material may be found in such magazines as *Outdoor Life*, *Field and Stream*, *Forest and Stream*, and others. See Camping Club.

## BOTANY

WILD FLOWER, DANDELIONS, BUNCH OF DAISIES, FLOWER  
 AND PLANT, LAWN AND SHRUBBERY, FLORISTS, BOTZOO

## ACTIVITIES AND PROGRAM MATERIAL

Study of the divisions of the vegetable kingdom, the general characteristics of each, and making decision upon which division or divisions to work  
 Identification of flowers, plants, seeds, leaves, stalks, roots, and fruits

The collector and his equipment: vasculum, portfolio, notebook, glass, etc.

Collecting specimens, transplanting, displaying, pressing, labeling, and mounting of different types of flowers

Methods of mounting and coloring leaves

The parts of a flower, with drawings and illustrations of different flowers: petals, sepals, pistils, stamens

The food of the plant : kinds, and methods of digestion

Coloration in flowers : purposes, causes, and changing of colors

Study of odors in flowers

Study of home flowers and bulbs : selection, planting in window boxes or pots, watering, making provision for sunshine, protection from animals, wind, and weather ; starting garden plants indoors

Wild flowers of the neighborhood : names, habitat, identification, season, and other interesting facts

The transplanting and conserving of wild flowers

Types of woodland, water, roadside, and open-field plants and flowers

Types of ferns and their propagation

Methods of seed dispersal

Experimentation with plants and flowers

Wild plants and their medicinal qualities and uses : sage, comfrey, boneset

Plants as foods :

Seed products : cereals — wheat, legumes — bean, nuts — coconut, various seeds — coffee, nutmeg

Root products : beet, sweet potato, ginger

Stem products : potato, cinnamon, sugar cane

Leaf products : onion, mint, tea, cabbage

Fruits : pome — apple, drupe — plum, citrous — orange, berry — currant, compound berry — strawberry, gourd fruits — squash, miscellaneous — banana, olive

Spore plants : mushroom, yeast, bacteria in cheese making

Medicinal qualities and uses of : roots — rhubarb, stem — camphor, bark — cinchona (quinine), leaf — coca (cocaine), flower — mullein, fruit — hops or opium, seed — castor bean

Similar sounding terms : coco palm — coconut, cacao — chocolate, coca — cocaine

Poisonous plants : poison sumac, poison ivy, poison hemlock, loco weed, some forms of Indian tobacco

The relation of insects and flowers

Making of flower freaks, such as the green carnation

Study of clovers : two, three, four, and five-leaved

Plants and flowers of other countries

Methods of destroying harmful weeds, flowers, and plants

Plant enemies, and protection from them

State flowers and their origin

Making a flower box or herbarium for the school



Keeping a display table of flowers suitably labeled for the school's inspection and information

Care of the school lawn, flower beds, school gardens, trees, and shrubbery

The decoration of office, classrooms, assembly room, banquet table, teacher's desk

Fall leaf exhibition or pageant

Myths and stories about the flowers

Flower songs, slides, and films

Flowers in poetry and literature. (Coöperation with Poetry or Book-lovers' Club)

Flowers of the Bible: of the Holy Land; of ancient countries and peoples

Sending of flowers to absentees, shut-ins, and children's hospitals

Assembly program on flowers and other botanical material

The club may conduct a "Question Box" for the school and through this answer questions concerning flowers and plants, identification, care, planting, etc.; it may also arrange "flower exchanges" among the various members or pupils.

Recognition contest on flowers and plants, and their parts

Answering roll call with appropriate quotation or name of flower, description, or other characteristic

The relation of plants to business and industry: rubber, straw, palm, hemp

Great naturalists, botanists, and florists: Michaux, Nuttall, Torrey, Gray, Linnaeus, Thoreau, Burbank, Brown

Visits to greenhouses and florists' shops to see how commercial flowers are grown, handled, and marketed

Trips to botanical gardens, conservatories, exhibits, and flower shows

Field trips for seeing and collecting various types of plants and flowers

Landscape gardening. principles, material, and methods

Vocations in work with plants and flowers: drug manufacturing and compounding; rubber and similar commercial pursuits; seed testing and other work for seed-raising firms; experimental and investigational work at agricultural stations; gardening, horticulture, work in botanical gardens, greenhouses, and florists' shops, museum work, landscaping, teaching of botany, and nature study

The opportunities and methods of training for these vocations and pursuits

## REFERENCES

- ARMSTRONG, M. N., and THORNBUR, J. J. *Field Book of Western Wild Flowers*. G. P. Putnam's Sons.
- GRAY, A. *New Manual of Botany*. American Book Company.
- JEPSON, W. L. *The Trees of California*. Curtis and Welch, San Francisco.
- MATTHEWS, F. S. *Field Book of American Trees and Shrubs*. G. P. Putnam's Sons.
- *Field Book of American Wild Flowers*. G. P. Putnam's Sons
- REED, C. A. *Wild Flowers East of the Rockies*. C. K. Reed, Worcester, Mass
- ROGERS, J. *Trees Every Child Should Know*. Doubleday, Doran and Company.
- *Useful Plants Every Child Should Know*. Grosset and Dunlap.
- SAUNDERS, C. F. *Useful Wild Plants of the United States and Canada*. Robt. M. McBride.
- SKINNER, C. M. *Myths and Legends of Flowers, Trees, Fruits, and Plants*. J. B. Lippincott Company.
- SMALL, J. K. *Flora of Southeastern United States*. J. K. Small, Bradford Park, N. Y.
- STACK, F. W. *Wild Flowers Every Child Should Know*. Doubleday, Doran and Company.
- TAYLOR, N. *Botany, the Science of Plant Life*. Harper and Brothers.
- WALTON, G. L. *The Flower Finder*. J. B. Lippincott Company.
- Wild Flowers of America*. National Geographic Society, Washington, D. C.

## FORESTRY

JUNIOR LUMBERMEN, TREE, CONSERVATION, OPEN SPACERS,  
LOGGERS, RANGERS

## ACTIVITIES AND PROGRAM MATERIAL

The terminology of logging, lumbering, and forestry  
The values of trees in conserving soil and preventing floods  
Lumbering and its industrial and commercial importance  
The necessity for conservation  
The location and extent of the great American forests  
Identification of various kinds of trees and shrubs  
A study of the various sawing methods and cuts

- Uses of the various kinds of lumber
- Care, protection, and conservation of forest ranges
- State laws protecting trees and shrubs
- Planting, trimming, thinning, removing, and transplanting trees and shrubs
- Tree surgery · methods and materials
- Grafting and budding trees
- Spraying, and spraying formulas and equipment
- Forest fires: kinds, causes, prevention, and methods of fighting
- Measuring the height of trees
- Log and wood measurement and timber estimation
- The history and methods of tree surgery
- Petrified trees and forests in Arizona
- Care of the trees about the school yard or building
- Trees in history, song, literature, and art
- Famous trees
- Great foresters
- Visits to famous trees, forests, saw mills, and lumber yards
- Vocations in forestry service federal, state, and civil service opportunities, work with power and mining companies, railways, lumber companies, recreation and hunting clubs, on large farms and private estates, in camps, as teachers, and as tree surgeons

## REFERENCES

### Books

- ATKINSON, F. B. *A Year in a Wonderland of Trees*. Charles Scribner's Sons.
- CARY, A. *A Manual for Northern Woodsmen*. Harvard University Press.
- EMERSON, A. I., and WEED, C. M. *Our Trees and How to Know Them*. J. B. Lippincott Company.
- GRAVES, H. S. *Forest Mensuration*. John Wiley and Sons
- GREEN, S. B. *Principles of American Forestry*. John Wiley and Sons.
- MATTHEWS, F. S. *Field Book of American Trees and Shrubs*. G. P. Putnam's Sons.
- McFEE, I. N. *Tree Book*. F. A. Stokes Company.
- MOON, F. F. *The Book of Forestry*. D Appleton and Company.
- Playgrounds of the Nation*. Bureau of Education Bulletin, 1927, No 20.
- ROGERS, J. E. *Trees That Every Child Should Know* Grosset and Dunlap.

The United States Department of Agriculture publishes several sets of bulletins which will be found valuable. These are published under the heads: *Forest Service Bulletins*, *Forest Service Circulars*, and *Farmers' Bulletins*.

#### MAGAZINE

*American Forester Review*, San Francisco, California.

### CONSERVATION

#### ACTIVITIES AND PROGRAM MATERIAL

The importance of forests in regulating the water used for navigation, power, irrigation, and domestic purposes

Characteristics of trees. identification and uses, coniferous — cedar, fir, cypress, hemlock, spruce, pine, tamarack, broad-leaved trees — birch, elm, maple, hickory, aspen, walnut, oak; nonporous, ring-porous, and diffuse-porous woods

Forest fires: causes and methods of prevention, patrols, stations, towers, fire fighting, equipment, and methods; planting and replanting

Tree surgery: history, principles, materials, equipment, and methods

The commercially important trees of the neighborhood: types and methods of sawing; the lumber of each; specialized uses

Principal natural resources of the neighborhood and laws protecting them

Natural resources of the United States: protective laws, customs, practices

Such conservation topics as: soil, water, forest, minerals, fuels, government control

Game birds: geese, ducks, grouse, snipe, wild turkey; values and uses of; protective and restrictive laws

Game animals and their protection. antelope, deer, rabbits, squirrels, bear, moose

Fur animals: open and closed seasons; beaver, skunk, raccoon, bear, fox, weasel, and mink

Food and game fish: cod, perch, bass, pike, salmon, trout, halibut

Conservation of water: necessity for; methods — dams, locks, canals, reservoirs, irrigation projects and methods

Flood-control methods: dams, levees, canals, reservoirs

Uses and conservation of: fuels — gas, soft coal, hard coal, and oil; metals — lead, copper, gold, zinc, and silver; nonmetals — stone, sand, clay, and limestone

Proper use of woods, trees, minerals, fuels, and nonmetals for purposes most economically appropriate

Mining and conservation types, dangers, safety laws, and regulations concerning equipment, methods and procedures

Reclamation of arid lands: development of communities, towns, and cities in these

Conservation engineering: dams, reservoirs, channels, canals, tunnels, masses of masonry, earth, and rock for cribs, bridges, culverts, flumes, pipe lines; roads, telegraph, power, and telephone lines, buildings, pumping stations, residences, barns, storehouses, and offices

Soil mapping and classification surveys: character of land, climate, agricultural values

Conservation of soil. erosion, weathering, fertilization, rotation of crops

Fertilizer investigations and experiments

Harmful insects: gypsy moth, brown-tail moth, borers, botflies, gadflies, army worm, Hessian fly, weevils, flies, and mosquitoes

Methods of protecting crops from insects: laboratories and investigations; extermination plans and experiments, sprays, liquids and powders — their preparation and use; equipment and method

Animals and their relation to crops and food habits, protection from other animals, weather, and hunters

Zones of animals: mapping migrations, taking census, etc.

Regulation of interstate commerce in game birds and plumage

Importation of foreign birds and mammals

Protection on national bird reservations

Maintenance of big game preserves

Introduction of beneficial insects such as Australian ladybug beetle and Calasoma beetle

Hatching and rearing of food fish: studies of fishing grounds; fish habits, census, migrations, food, growth, and diseases

Investigation of markets, prices, capture or killing, shipping of animals of various kinds

Developing the salmon fisheries of Alaska

Regulating the trade of fur-bearing animals of land and sea

Protective treaties with Canada

Study of great conservationists. Roosevelt, Pinchot, and others

Visits to museums, forests, dams, reservoirs, canals, bridges, farms, orchards, gardens, agriculture and experiment stations, and federal bureaus to see the work being done in conservation

Assembly programs on Bird and Arbor Day, Fire Prevention Day, and other special days: also programs with films, slides, illustrations, pictures, drawings, demonstrations, and dramatizations on the general work of the club

The organization, function, and work of the Federal Bureaus Mines, Fisheries, Chemistry, Animal Industry, Weather, Plant Industry, Biological Survey, Forest Service, Soils, and Reclamation Service

Vocations in conservation: forestry service, tree surgery, fish and game protection, agricultural investigation, study, and research; opportunities in gardening, landscaping, and beautifying

Educational opportunities for preparation for these vocations

## REFERENCES

### BOOKS

- FAIRBANKS, H. W. *Conservation Reader* World Book Company.  
GREGORY, M. H. *Checking the Waste*. Bobbs-Merrill Company.  
HORNADAY, W. T. *Our Vanishing Wild Life*. Charles Scribner's Sons.  
PACK, A. N. *Our Vanishing Forests*. The Macmillan Company  
PINCHOT, G. *The Fight for Conservation*. Doubleday, Doran and Company.  
PRICE, O. W. *The Land We Live In* Small, Maynard and Company  
VAN HISE, C. R. *The Conservation of Natural Resources in the United States*. The Macmillan Company.  
WEED, C. M. *Farm Friends and Farm Foes*. D. C. Heath and Company.

Other material may be obtained from the various Federal Bureaus listed above, from state universities, agricultural and experiment stations, and state reports of fish and game wardens

### MAGAZINE

*Game Breeder*, 20 East 42nd St., New York City.

## ZOOLOGY

### ACTIVITIES AND PROGRAM MATERIAL

The place and function of animals in nature

The relation and interdependence of animal and plant life

Prehistoric animals of the United States and other countries: their habits, habits, main characteristics, food, methods of locomotion, probable causes of their disappearance, discovery, methods of removal and restora-

tion. Sketches and drawings of these may be made from museum skeletons or restorations. Such a motion picture as *The Lost World* will furnish fine material for this discussion.

A study of local animals, birds, fishes, reptiles, and insects

Study of the life, locomotion, habitats, habits, foods, family life, anatomy, uses, and colors of the amoeba, protozoa, grasshopper, katydid, cricket, cockroach, walking-stick, dragon fly, giant waterbug, cicada, butterfly, moth, housefly, beetle, honey bee, spider, centipede, scorpion tick, crayfish, lobster, earthworm, clam, oyster, snail, squid, nautilus, sea squirt, fish, eel, skate, frog, mud puppy, tree frog, lizard, monitor, snake, turtle, alligator, bird, ostrich, rabbit, opossum, porcupine, whale, moose, cat, bear, monkey, hippopotamus, elephant, and others

How nature protects her animals · speed and dodging — fish, squirrel, and rabbit; protective coloration — katydid, quail, weasel, changes in coloration — chameleon, tree frog, fish; camouflage — zebra; backward locomotion — crayfish; obscuring by ejections — squid; pungent odor — skunk; spines — porcupine; plates — armadillo and crayfish; shell-turtles and clams; scales — fish, lizards, snake; thick, tough hide — hippopotamus, rhinoceros, elephant

Voices or noises and how they are made: katydid, cricket, birds, cat, dog, tree frog, locust, horse, cow, bee, seal, squirrel, frog, monkey, hyena, elephant, lion, owl

Weapons: bee, crayfish, spider, alligator, fish, snake, scorpion, eel, porcupine, rhinoceros, elephant, gorilla, turtle, eagle, kangaroo, skunk

Strange habits · playing dead — opossum, hog-nose snake, hibernation — bear; hanging by tail — monkey; hanging by feet — bat; swimming backward — crayfish; "one-foot walking" — mussels, climbing by beak — parrot

Ugly animals: proboscis monkey, bat, octopus, cuttle fish, giant squid, spiders, tapir, horned toad, anteater, hippopotamus, mandrill, baboon

Unusual or strange specimens: sea squirt, petrel, pelican, duckbill, beaver, sponges, platypus, echidna, hydroids, Portuguese man-of-war, jellyfish, starfish, deep-sea fish, etc.

Making a list of American animals; insects, birds, etc.: with main characteristics, habitat, and habits

Sea animals: coral polyps, hydroids, sea cucumber, feather-star, lilies, sea anemone

Oysters: habitat, habits, characteristics, oyster farming, pearl industry of the Persian Gulf

Harmful insects and methods of eradication: borers, botflies, gadflies, Hessian fly, weevils, flies, mosquitoes, gypsy moth, brown-tail moth, army worm, and others

Zones of animals and birds: mapping, migrations, and census

Protection and propagation of animal life by means of regulations on interstate commerce in game birds and plumage, importation, birds and animal reservations, big-game preserves, open and closed seasons, and limitation in number, size, and sex of animal killed

Fish development of federal and state fisheries for hatching, rearing food and game fish; studies of fishing grounds, fish habits, census, food, growth, disease, regulation of trade, open and closed seasons

Methods of encouraging the destruction of harmful animals by means of bounty, continuous open season, and propagation of natural enemies

Game birds: geese, ducks, grouse, quail, snipe, wild turkeys, values and uses, protective and restrictive laws

Game animals and their protection: antelope, deer, squirrel, rabbit, bear, moose

Fur animals: beaver, skunk, raccoon, bear, fox, weasel, mink

Food and game fish: cod, perch, bass, pike, salmon, trout, halibut

Government Bureaus interested in animals, bird, and fish life · Fisheries Animal Industry, Biological Survey, Farmers and other Bureaus of the Department of Agriculture

Seasonal changes in birds, animals, and insects

Metamorphoses in insects and animals: butterflies, moths, mosquitoes, frogs

Poultry: types, methods of raising, feeding, protecting, and marketing

Identification and recognition contests and competitions by means of unnamed pictures or illustrations, cut-outs and cut-ups, special characteristics, peculiar habits or habitats, food, etc.

Trips to fields, ponds, lakes, streams, museums, and woods, where birds, insects, fish, reptiles, large and small animals may be seen, sketched, photographed, captured, and studied

Study of tracks and tracking

Materials, methods, and practices in taxidermy. (See Taxidermy Club.)

Assisting in the development of a school museum by gathering specimens of insects, fish, small animals, birds, and eggs, and properly preparing, labeling, mounting, and displaying. (See Museum Club.)

Reading of appropriate literature: *The Chambered Nautilus* — Holmes; *Wild Animals I Have Known* and *Life of the Sandhill Crane* — Ernest Thomp-



son Seton; *The Nightingale* — Shelley, *The Raven* — Poe; *To a Skylark* — Keats, *To a Waterfowl* — Bryant; *Lad; A Dog and Wolf* — Albert Payson Terhune, *Black Beauty* — Anna Sewell, *Call of the Wild* — Jack London, *Bar Sinister* — Richard Harding Davis

Making of scrapbooks and notebooks containing diaries, stories, sketches, pictures, clippings of club activities and interests

Use of *Nature Study*, *Bird Lore*, *Field and Stream*, *Field and Forest*, *Outdoor Life*, and other nature study and sportsmen's magazines

Wild-life photography and sketching birds, insects, etc

Trips to theaters to see moving pictures of wild-animal life and trained animals such as dogs, horses, monkeys, seals, and others

Visits to museums to see collections of insects, butterflies, snakes, fishes, skeletons, and groupings of animal life; visits to the zoo, circus, and aquarium to see live mammals, reptiles, birds, and fish

Assembly program illustrated with slides, pictures, stories, and poems

Coöperation with other clubs, such as Agriculture, Bee, Bird, Botany, Conservation, Nature-Study, and Reptile on subjects of mutual interest

## REFERENCES

- AGASSIZ, L. J. R. *Structure of Animal Life*. Charles Scribner's Sons.  
 BEDDARD, F. E. *Elementary Zoology*. Longmans, Green and Company.  
 BREHM, A. E. *Life of Animals*. Marquis Publishing Company.  
 BURGESS, T. W. *The Animal Book for Children*. Little, Brown and Company.  
 DAVENPORT, C. B., and DAVENPORT, G. C. *Elements of Zoology* The Macmillan Company.  
 EALAND, C. A. *Marvels of Animal Ingenuity* J. B. Lippincott Company.  
 FRENCH, N. S. *Animal Activities*. Longmans, Green and Company  
 HUDSON, W. H. *Book of a Naturalist*. E. P. Dutton and Company  
 KELLOGG, V. L. *Animals and Man*. Henry Holt and Company.  
 — *Insect Stories*. D. Appleton and Company.  
 LOCKWOOD, S. *Animal Memoirs*; Part 1 — "Mammals," Part 2 — "Birds." American Book Company.  
 LUCAS, F. A. *Animals of the Past* (Rev.). American Museum of Natural History.  
 MIX, J. I. *Mighty Animals*. American Book Company  
 NELSON, E. W. *Wild Animals of North America* National Geographic Society.

SETON, E. T. *Wild Animals I Have Known* Charles Scribner's Sons  
THOMSON, J. A. *Haunts of Life*. Harcourt, Brace and Company.  
WASHBURN, F. L. *Injurious Insects and Useful Birds*. J. B. Lippincott and Company.

Other reference material for this club will be found under Bee, Reptile, Bird, Agriculture, Conservation, and similar clubs in this book

## BIRD

### BIRD LOVERS, AUDUBON, BIRD FRIENDS, CUCKOOS, FEATHERS

#### ACTIVITIES AND PROGRAM MATERIAL

Trips to places where birds may be seen and heard A seasonal program might be worked out as follows:

Early spring: bluebirds, robins, blackbirds, waxwings, meadow larks

Late spring: orioles, goldfinches, cuckoos, warblers

Early autumn: note changes in plumage and beginnings of plans for migration

Gathering of old nests for the museum or for club study

Winter. Attention should be given to protecting and feeding birds which stay for the winter. How to aid birds to exist over the winter.

Plans for bird houses, bungalows, shelves, tables, feeding stations, and pools may be made now and these constructed during the winter in readiness for the advent of summer birds in the spring.

Construction of bird bungalows and houses with both general and specific requirements in mind

Decorative bird-house architecture

Protective bird-house architecture protection from inclement weather, cats, and other birds

The cleaning and repairing of last year's bird houses

The placing and protection of bird houses, tree guards, shelter

Making of charts showing the seasonal and geographical distribution of birds

Bird calls on the victrola

Emotions expressed in bird calls: fear, anger, sorrow, pain, and love

Wooing of birds

Curiosity of birds

Fears of birds

Visits to the museum for purposes of bird study

Charting the birds as they appear in the spring

Methods and purposes of bird banding

Merit-badge work for Boy Scouts and Girl Scouts

Use of material from *Bird Lore*; material sent out by the Audubon Society and United States Department of Agriculture, *Farmers' Bulletins*, and other associations and magazines

Adaptations of birds: for flying, balancing, perching; in beaks, feet, and legs

Bird lures, refuges, and sanctuaries

How birds protect crops from beetles, worms, grubs

How birds protect trees and shrubs from worms, bark lice, borers

Values of birds in furnishing pleasure through songs and attractive appearance; in destroying rats and mice; and in acting as scavengers

Nests: types, material, construction, time of making, use, protective devices

Birds which do not make nests, and their habits

The problem of "bird pests," such as the sparrow and the starling

Feeding the birds: grain, table scraps, green stuff

Winter feeding and summer feeding

Preparation of set of "Do" and "Don't" lists for bird lovers

Recognition contests with bird pictures, cut-ups, drawings, etc

Identification of birds on field trips by size, mannerism, colors and pattern, voice, call and signal notes, haunts, and habitat

Field trips for purposes of photographing and sketching

Types, uses, selection, and operation of field and opera glasses and telescopes

Use of field glasses on the bird trip

Enemies of birds: cats, rats, snakes, weasels, birds of prey, and hunters

Mounting specimens. (See Taxidermy Club.)

Conducting a "Question Box" for the school

Putting on assembly programs for Bird Day

Holding a "Guessing Contest," or "Do-You-Know-These-Birds?" contest for the school

Exhibition of birds' pictures, houses, feeding stations, and other material

Collection of pictures, stories, books, and other material for the library

Methods of classification: day flyers and night flyers; running birds and flying birds; insectivorous birds, seed eaters, birds of prey, scavengers; perchers, climbers, scratchers, runners, waders, swimmers, and divers

- Prehistoric and ancient birds
- Birds of the Bible
- The largest and the smallest birds
- Making of scrapbooks of birds, pictures, news articles, legends
- Birds of the tropical and frigid zones
- Nature's methods of protecting her bird life
- Birds as pets
- Educated birds: crows, parrots, and others in shows and circuses
- Protective and restrictive laws
- Posting farms and properties against shooting birds
- Birds in literature, poetry, song, and history
- Study of feathers kinds, structure, shape, uses, molting
- The flight of birds: starting, getting under way, flying, soaring, alighting, coming to a stop; function of wings, tail, feet, head and neck
- The gliding of birds
- Comparison of large and small birds, land and water birds, in flight
- Airplane imitations of the bird. The Taube airplane, "Ornithopter," "Pterodactyl"
- Study of the peculiar anatomy of the bird
- Development of bird senses: sight, hearing, and smell
- Historical birds, "Old Abe"
- Famous bird lovers: John James Audubon, John Burroughs, and others
- The birds used in national coats of arms
- Bird sports of olden days: hawking or falconing
- Affiliation with the National Association of Audubon Societies In 1926, 300,000 pupils were enrolled in this organization.

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- BAILEY, M. *Handbook of Birds of the Western United States*. Houghton Mifflin Company
- BAYNES, E. H. *Wild Bird Guests*. E. P. Dutton and Company.
- BAXTER, L. H. *Boy Birdhouse Architecture*. Bruce Publishing Company.
- Bird Lore Magazine*. Crescent and Mulberry Sts., Harrisburg, Penn.
- BURROUGHS, J. *Locusts and Wild Honey*. *Wake Robin*. *Fresh Fields. Far and Near*. *Ways of Nature*. Houghton Mifflin Company.
- CARMICHAEL, H. W. *How to Build Birdhouses and Kites*. Successful Farming, 1718 Locust St, Des Moines, Ia

- CHAPMAN, F. M. *Birds of Eastern North America* D. Appleton and Company.
- *What Bird is That?* D. Appleton and Company
- DAVEY, O. *Nests and Eggs of North American Birds*. David McKay Company.
- FINLEY, W. M. L. *American Birds*. Charles Scribner's Sons.
- FORBUSH, E. H. *Useful Birds and Their Protection* Massachusetts Board of Agriculture, Boston.
- JOB, H. K. *How to Study Birds*. The Macmillan Company.
- *Sport of Bird Study*. The Macmillan Company.
- SIEPERT, A. F. *Bird Houses Boys Can Build* Manual Arts Press
- TORREY, B. *Birds in the Bush. Nature's Invitation Everyday Birds* Houghton Mifflin Company
- WASHBURN, F. L. *Injurious Insects and Useful Birds* J. B. Lippincott Company.
- WEED, C. M., and DEARBORN, N. *Birds in Their Relation to Man* J. B. Lippincott Company.

*Agricultural Bulletins* and *Farmers' Bulletins* may be obtained from U. S. Department of Agriculture. Other material may be obtained from the National Association of Audubon Societies, 1974 Broadway, New York City, and the National Geographic Society, Washington, D. C.

## PET

### ANIMAL FRIENDS, SMALL ANIMAL, FINS, FURS AND FEATHERS

There are a great number of different kinds of animal, fish, and bird pets, and while probably in no school would there be a large enough demand for a Canary, Cat, or Dog Club, all kinds of pets may be represented in one club, and interesting and instructive programs may be built around discussions of all of these pets. This adds to the variety of the program. The most common pets are canary, cat, dog, goldfish, horse, pony, lamb, white mouse and rat, parrot, coon, opossum, rabbit, chicken, goose, duck, calf, and monkey. All these types of pets will fit into the following program of activities and discussions:

The reasons for choosing certain pets

The place throughout the ages of pets in domestic life

Pets of the ancients; and of nations and peoples other than our own

Main characteristics and habits of the pet

Caring for the pet food and its preparation; feeding; housing and protecting from the weather and from other animals, accidents, cleanliness

The voices of pets

Names of pets

The "autographs" or tracks of pets

Illness of pets and methods of treatment

Teaching tricks and stunts to pets

The animals of the movies

Promotion of an exhibition of pets for the club or for the school

Methods of preserving the skins or hides of pets. (See Taxidermy Club.)

Visits to museums, pet shops, homes, and other places where pets may be seen and methods of caring for them studied

Trips to cat and dog shows, horse shows, bird shows, etc.

The pets of famous men and women

Famous pets in literature, biography, and history

Keeping scrapbook of clippings, pictures, photographs, "autographs," or tracks

Work of the local Humane Society or Society for Prevention of Cruelty to Animals

Assembly program with exhibitions and demonstrations of suitable pets

Trips to the theater and circus to see small animals and birds perform

Talks by animal experts and trainers, veterinarians, pet shop managers

Vocations in animal training, selling, veterinary science, and the educational opportunities for preparation for these

## REFERENCES

### BOOKS

A. B. C. of *Pets*. E. P. Dutton and Company.

ARCHARD, E. *History of My Friends*. A. Flanagan and Company.

BIGGLE, J. *Pet Book*. Atkinson Publishing Company.

BOSTOCK, F. B. *The Training of Wild Animals*. The Century Company.

COMSTOCK, A. B. *The Pet Book*. Comstock Publishing Company

DONALD, C. H. *Companions; Feathered, Furred, and Scaled*. Lane Publishing Company.

FABRE, J. H. C. *Our Humble Helpers*. The Century Company.

FINLEY, W. and I. *Wild Animal Pets*. Charles Scribner's Sons.

HANDERSON, C. H. *Boy's Own Handbook of Backyard Pets*. C. H. Handerson, 13314 Forrest Hill Avenue, Cleveland, Ohio.

## MAGAZINES

*American Pets and Childhood*, Peoria, Illinois

*Cage Bird World*, World Building, Baltimore, Md.

*Dog News*, Dog News Publishing Company, Cincinnati, Ohio.

*Dog Topics*, Dog Topics Publishing Company, Los Angeles, Cal.

*Our Dumb Animals*, 180 Longwood Ave., Boston.

See also Bird Club and Nature-Study Club.

## TAXIDERMISTRY

## ACTIVITIES AND PROGRAM MATERIAL

Study of game protective and restrictive laws dealing with age, sex, and size of animals and birds

Study of the anatomy of the bird: size, shape, colors, head, bill, wings, tail, feet, claws, muscles, skeleton, and other characteristics

Making a complete record of the specimen used

Tools and equipment of the taxidermist: knife, pliers, scissors, file, forceps, gimlet, needles, soft galvanized wire, cotton thread, cotton batting, excelsior, putty or potter's clay, glue, shellac, corn meal, glass eyes, arsenical soap, and powdered alum

Skinning the bird or animal: preserving the integrity of openings, eyes, ears, mouth, etc.

Preserving the skins: scraping, dousing, and oiling

Stuffing the skin or making the body

Building out the skull with putty or potter's clay

Sewing the skin in the proper place

Placing the artificial eyes in the skull

Modeling the tongue and interior of the mouth with red wax

Retouching, trimming, and tinting

Mounting a bird, chicken, duck, pigeon, rabbit, squirrel, woodchuck, cat, raccoon, dog, snake, frog, fish, or other animal or fowl

Making a rug of skin, wall decoration of horns or antlers, or flat trophies of fish head or skin

Preparation and mounting of skeletons of birds and animals

Visits to museums to see mounted specimens, groupings, etc

Visits to taxidermists or museum experts to see methods and processes

Great taxidermists and their work: Hornaday, Audubon, Ward, Akeley

Vocations in taxidermy, such as museum naturalists, artists and experts,  
and in private enterprise

Educational opportunities for the work of this field

### REFERENCES

- FARNHAM, A. B. *Home Taxidermy for Pleasure and Profit*. Fur — Fish — Game, 174 E. Long St., Columbus, Ohio.
- Home Manufacture of Furs and Skins*. Fur — Fish — Game, 174 E. Long St., Columbus, Ohio.
- HORNADAY, W. T. *Taxidermy and Zo logical Collecting*. Charles Scribner's Sons.
- REED, C. K., and C. A. *Guide to Taxidermy*. C. K. Reed, Worcester, Massachusetts.
- ROWLEY, J. *The Art of Taxidermy*. D. Appleton and Company.
- Material from the American Humane Association, Albany, N. Y.

### ASTRONOMY

STAR GAZERS, ASTRONOMICAL SOCIETY, METEORS, NOCTURNAL, SUN, MOON, AND STARS, SKYLIGHTS, HEAVENS, NIGHT  
HAWKS, STAR DUST, ASTROPHYSICAL, ASTROLOGERS,  
GALILEO

### ACTIVITIES AND PROGRAM MATERIAL

A discussion of the origin of the stars

The size, movements, color, motion, and nature of the stars

The number of stars

How new stars are found and charted

Galaxies, star clusters, and the Milky Way

Explanation, discussion, and illustration with small models of shooting stars, meteors, comets, eclipses, markings on the moon, satellites, twinkling, difference in color, seasonal changes, sun-spots, tides, and other phenomena

Location and identification of, and drawing maps showing such constellations as: The Great Dog, Great and Little Bear, Hercules, Leo, Northern Cross, Scorpio, Orion, Cassiopeia, Auriga and the Kids, The Twins, Milky Way, Pleiades, The Hare, Draco, Andromeda, The Hunting Dogs, Pegasus — The Winged Horse, Perseus, Taurus, Corona Borealis, Virgo, and others  
Hipparchus and the signs of the Zodiac



Plotting the positions of all planets visible during the first hour of darkness at different seasons of the year

Planetary circuits of Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus, Neptune

The colors of the planets

Celestial points and lines of reference as zenith, nadir, celestial poles, equator, hour circles, declination circles

Star magnitudes

The relative position and movements of the earth

Locating the north direction when the North Star is hidden

The sun's north-south motion

Charting the phases of the moon

Atmosphere and lithosphere

Astronomical photography

Influence of sun and moon on spring and neap tides

The mathematics of astronomy

Myths and stories relating to constellations and stars: many of these are to be found in old literature, Greek, Roman, Egyptian, Oriental, Scandinavian, Saracen, and in our own country handed down by the Indian

Assembly programs illustrating interesting facts and principles of astronomy

Visits to museums and observatories

Biographies of great astronomers

The astronomy of the Bible

Astrology

The equipment of the astronomer

Reports with pictures of the large observatories: Mt. Wilson, Yerkes, Lowell, Allegheny, Harvard, Lick, and others

Astronomical records, maps, charts, reports, and similar data

Vocations in astronomy and educational opportunities for attaining these vocations

## REFERENCES

### Books

GIBSON, C. R. *The Stars and Their Mysteries* J. B. Lippincott Company.

JOHNSON, G. *The Star People and the Sky Movies*. The Macmillan Company.

KINNEY, M. *Stars and Their Stories*. D. Appleton and Company.

McKREADY, K. *A Beginner's Star Book*. G. P. Putnam's Sons.

- MARTIN, M. E. *The Friendly Stars*. Harper and Brothers.
- MITTON, G. E. *The Book of Stars for Young People* The Macmillan Company.
- MURPHY, E. G. *Beginner's Guide to the Stars* G P Putnam's Sons
- OLCOTT, W. T. *A Field Book of the Stars* G P Putnam's Sons.
- PRICE, E. W. *The Essence of Astronomy*. G P. Putnam's Sons.
- PROCTOR, M. *Stories of Starland*. Silver, Burdett and Company
- SERVISS, G. P. *Astronomy with an Opera Glass*. D Appleton and Company.
- *Round the Year with the Stars* Harper and Brothers
- TODD, D. P. *New Astronomy*. The American Book Company.

## MAGAZINES

- Monthly Evening Star Map*, 150 Nassau Street, New York.
- Popular Astronomy*, Carleton College, Northfield, Minnesota.
- The Astrophysical Journal*, Chicago, Illinois.
- The Astronomical Journal*, Albany, New York.
- The Scientific American Magazine* sponsors a nation-wide club of amateur astronomers with which the local club might well make contact

## GEOLOGY

## ACTIVITIES AND PROGRAM MATERIAL

- The origin, development, and importance of the science of geology
- Types of geology: cosmic, dynamic, physiographic, glacial, stratigraphic, economic; the main interest, function, and work of these divisions
- The age of the earth as told by its formations
- The formation of mountains, valleys, and oceans
- Classification of rocks: sedimentary — sandstone and limestone, metamorphic — marble, slate, gneiss, igneous — granite, pumice, and obsidian
- Fossils and their stories: methods of removal and preservation
- Fern and leaf impressions on rocks
- Subterranean rocks
- Metamorphosis of rocks
- Colorings in the western canyons and deserts.
- Skylines and mountain lines
- Erosion and weathering: causes and results
- Famous caves and caverns: Mammoth, Blue Grotto, Grotto of Capri,

Black Onyx, Crystal, and others; their formations, domes, wells, rivers and streams, animal and insect life: discovery and exploration

Glaciers — their movements, and geological effects

Risings and fallings of various parts of the world: California, Greenland, New Jersey coast, Bay of Naples, Chile; causes

Earthquakes — their causes and effects

Hot springs and geysers — causes

Ore deposits in the United States

Underground water, streams, lakes, and springs

Identification of building stones in churches, apartment and business houses, federal, state, and city buildings, homes, monuments, and memorials

The stone found in famous cathedrals, bridges, churches, pyramids, and other fine old buildings and ruins

Recognition contests and games with rocks, ores, metals, and other geological specimens

Visits to quarries to see how rock is cut and handled; to manufacturing establishments and yards to see stone cutting and designing operations, and to building and construction work to see final handling and building operations

Visits to museums to see specimens of precious and semiprecious stones, as well as beautiful specimens such as rose quartz, copper pyrites, and feldspar

Visits to mountains, hills, and other places where formations, erosion, weathering, color, sky line, glacial deposit or scratches, pot holes, or round stones may be seen and studied. These trips may be made in coöperation with the Hiking, Nature-Study, or other clubs interested in nature work.

Interesting facts about the geology of other lands

Collecting, classifying, labeling, and displaying material for the school museum

Some of the talks and demonstrations of the club might be utilized in assembly programs for the entire school.

Vocations in geology: teaching, surveying and research, testing, stone operations, construction, designing, mining, smelting, manufacturing, and the methods of training for these vocations

## REFERENCES

### BOOKS

- ATKINSON, F. B. *Adventure of a Grain of Dust*. Charles Scribner's Sons.  
BERGET, A. *Earth, its Life and Death*. G. P. Putnam's Sons.

- BROOKS, A. H. *Applied Geology*. Smithsonian Institute.  
BURROUGHS, J. *Time and Change*. Riverside Press  
FABRE, J. H. C. *This Earth of Ours*. The Century Company.  
GREGORY, J. W. *Geology of Today*. J. B. Lippincott Company  
— *Making of the Earth*. Henry Holt and Company.  
HAMMAN, W. D. *Practical Geology and Mineralogy*. Way Press  
HAWKSWORTH, H. *Strange Adventures of a Pebble*. Charles Scribner's Sons.  
RASTALL, R. H. *Agricultural Geology*. G. P. Putnam's Sons.  
WHITE, D. *Shorter Contribution to Geology*. Superintendent of Documents, Washington, D. C.

## MAGAZINES

- American Journal of Science*, New Haven, Connecticut.  
*Bulletin of the Geological Society of America*, Washington, D. C.  
University of California bulletins on Geology.  
*Economic Geology*, Urbana, Ill.  
*The Journal of Geology*, Chicago, Illinois.

## MUSEUM

The main objectives of the Museum Club are to familiarize the pupil with purposes, material, and methods of museum work; to interest him in and acquaint him with exhibits which correlate with civics, history, art, nature study, science, geography, and other subjects; to teach him a sympathetic appreciation of the development of his own and other peoples in art, industry, commerce, religion, war, transportation; to acquaint him with the wonders, both present and past, of the animal, mineral, and vegetable worlds; and to offer to him an opportunity to give to the school through his service in establishing, promoting, and developing a museum in the school

## ACTIVITIES AND PROGRAM MATERIAL

Study of great museums: purposes, organization, support, materials

Visits to museums and exhibits to see and study pictures, sculpture, china, laces, animals, birds, insects, prehistoric animals, bones, fossils, vehicles of transportation, weapons, etc.

Trips to movies depicting ancient life and times, wild-animal life, insects and micrography, customs and habits of other peoples, and wonders of natural history

Talks by curators and museum experts on material and processes

Interesting the pupils in promoting a school museum

Construction of cabinet and display case or sets of them

Collection of material: rocks, fossils, shells, animals, insects, plants, nests pebbles, eggs, fish, ores, and other things from the world of nature; of fire clay, bricks, sand, coffee, coal, salt, crockery, oils, woods, inventions, and similar material from the commercial world, of weapons, bullets, projectiles bayonets, canteens, swords, muskets, and other material, from battlefields or war-material depots; of books, drawings, stationery, cards, blue prints, forms, pictures, blanks from offices, of dresses, costumes, laces, knitting millinery, dishes, curtains from domestic life; of relics of the Indians, Cliff Dwellers, Mound Builders, and other early Americans; by teachers, pupils, and friends who travel at home and abroad

The preparation of the material for classifying, labeling, arranging, and exhibiting

Assembly programs discussing, displaying, and interpreting the materials

Handling the circulation of material obtained from the museum for illustrative purposes and visual aid

Exchanging material, temporarily and permanently, with the clubs of other schools, particularly with schools in different parts of the United States, East, West, Great Lakes Region, New England States, each section having distinctive contributions. This exchanging process might even extend to other countries, Mexico, Japan, France, Cuba, Hawaii, Canada, England, Germany, China, and others. Contacts can be made through the regular educational authorities.

Securing the coöperation of commercial enterprises, refractories, mines, factories, and stores, in the promotion of the museum. Such companies as the following will assist in this project: Walter H. Baker Company; Carborundum Company, Niagara Falls; Worcester Salt Company; Holstein-Fresian Association, Chicago; Aluminum Cooking Utensil Company, New Kensington, Pa.; Johns-Manville, Chicago; Portland Cement Company, New York City; Walter W. Lowney Company, Boston; Corn Products Refining Company, New York City; Pacific Mills, Lawrence, Mass.; Southern Cotton Oil Trading Company, New Orleans, La.; J. E. Barbour Thread Company, Paterson, N. J.; Washburn-Crosby Company, Minneapolis; Tubbs Cordage Company, San Francisco; Hammermill Paper Company, Erie, Pa.; Beechnut Packing Company, Canjoharie, N. Y.; Goodrich Rubber Company, Akron; U. S. Rubber Company, New York City; Corticelli Silk Mills, Florence, Mass.; Imperial Sugar Company,

Sugarland, Texas; McCormick Spice Company, Baltimore; Tennessee Extract Corporation, Nashville. Such products as tar, asphalt, coal, bricks, marble, sandstone, limestone, granite, coffee, green and roasted, fertilizers, grains, woods, rice, and soils may be obtained from local dealers or from the immediate vicinity. Many museums now lend materials to schools

Biographies of great naturalists, inventors, artists, craftsmen, collectors

Vocations in museum work. directing, taxidermy, art work, research, and investigational work

Education for the vocations in this field

### REFERENCES

#### BOOKS

COLEMAN, L. V. *Manual for Small Museums* G. P. Putnam's Sons.

CONNOLLY, L. *The Educational Value of Museums*. Newark Museum Association.

DANA, J. C. *Use of Museums* Newark Museum Association

GILMAN, B. I. *Museum Ideals of Purpose and Method*. Riverside Press.

RICHARDS, C. R. *Industrial Art and the Museum*. The Macmillan Company.

#### MAGAZINE

*Museum Journal*, University of Pennsylvania, Philadelphia, Pa.

Any museum would welcome the opportunity of assisting the club to establish, develop, and supervise the school museum. Many of the large museums publish pamphlets and other material of interest to the club.

## CHAPTER X

### SOCIAL-SCIENCE CLUBS

The main objectives of the social-science clubs are to increase the member's knowledge of society and its institutions, particularly those of his own community and those which relate directly to him; to increase his civic pride and interest; to teach him to appreciate his responsibility in helping to develop an intelligent and altruistic citizenship; to acquaint him with the agencies in his community for betterment and their work; to stimulate interest in history and allied subjects; to give opportunity for further study, research, and investigation of problems, topics, or phases of social science activities; to help him to relate his history to himself; to show him how social institutions originated, developed, and decayed; and to develop in him an appreciation of the world relationships of nations and their peoples.

#### HISTORY

HISTORICAL SHRINES, BIOGRAPHICAL, HISTORY DRAMATIZATION, HISTORIC RESEARCH, SOCIAL SCIENCE, OUR BEGINNINGS, PATRIOTIC, CONTEMPORARY, CIVIC, LOCAL HISTORY, MODERN HISTORY

#### ACTIVITIES AND PROGRAM MATERIAL

Study of local history: documents, records, books, letters, maps, relics, old newspapers and magazines, interviews with old citizens. This history may be written up in pamphlet or book form. Such a booklet was recently issued by the pupils of the Kittanning, Pennsylvania, High School. It contains twenty-six chapters dealing with the history, contributions, organizations, and work of Kittanning.

Trips to places of importance in local, state, or national history  
Investigation and write-up of the history of the local school system or  
h school

Historical music, dramatics, pictures, and sculpture

Travels through foreign countries and to battlefields and places of his-  
ical interest by means of guide books, posters, transportation folders,  
el and sightseeing booklets, etc., with the coöperation of the Travel Club  
Responsibility for assembly programs or special day celebration of birth-  
s of great men and anniversaries of great events

The geographic, climatic, and weather influence in great wars, battles, or  
orical events

Relation of colonization to great army and naval armaments

Changes in history and in the social life of the people brought about by  
entions, discoveries, development of new educational and religious ideals  
racing the origin and development of law and the breakdown of racial  
social distinctions

Debates on historical events, personages, controversies, and policies

Collection of old maps, papers, documents, records, pictures, reports,  
ks, and relics for the club library or the school library

faking of scrapbooks of interesting clippings, pictures, and cartoons  
ting to historical events, personages, and policies

isits to museums to inspect and study historical material

rips to historical trees, roads, spots, houses, and other interesting places  
he vicinity

reading and discussion of historical literature such as Begouen, *Bison  
lay*; Jensen, *The Long Journey*; Roberts, *In the Morning of Time*;  
erton, *The Immortal Marriage*; Erskine, *Private Life of Helen of  
y*; Barrington, *Glorious Apollo*; Wallace, *Ben Hur*; Bulwer-Lytton,  
izi; Delteil, *Joan of Arc*; Porter, *The Scottish Chiefs*; Weyman, *A  
leman of France*; Eliot, *Romola*; Parker, *The Power and the Glory*;  
t, *Kenilworth*, *Quentin Durward*, *Rob Roy*; Boyd, *Drums, Marching On*,  
ugh the Wheat; Wister, *The Virginian*; Ford, *Janice Meredith*; John-  
s, *The Great Valley*; Cooper, *The Spy*, *Pathfinder*; Minnigerode, *Cordelia  
ntrell*; Churchill, *The Crisis*; Barbusse, *Under Fire*; Nason, *Chevrons*;  
many others. (See Logasa, *Historical Fiction*, for a very fine bibliog-  
y)

se of the bulletin board in interesting the school in history

rips to historical movies or other dramatic productions relating to  
ory



Exhibition and discussion of historical relics: helmets, swords, rifles, grenades, medals, shells, and other weapons and material; old papers, documents, letters, etc. (many of these may be obtained in facsimile); photographs, sketches, maps, and cartoons; books and records

Reading and discussion of material from such magazines as *Current History*, *News Outline*, *Time*, *Outlook*, *Independent*, *Literary Digest*, *Review of Reviews*, *Science and Invention*, *Popular Science*.<sup>1</sup>

Slides, films, postcards, and pictures of historical events and personages

Modeling with plasticine or clay: Roman tablets, old instruments of punishment, stone implements, weapons, costumes, famous buildings

Drawing or filling in maps showing exploration and colonization

The history of the development of national flags. *The Origin and Evolution of the United States Flag* may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D C The price of this booklet is twenty-five cents

Exhibits of civic truths and slogans

Spell-down games using dates and names instead of words

Making of completion type of test omitting important words, dates, events

Competition in outlining at the blackboard or on paper

Use of charades: "I am thinking of —."

Making of poster and illustrative work of various types to be utilized in celebration of important historical events

Providing for a grand review, examination, or test at end of the term

Visits to public buildings and offices: local, city, county, state, and federal

Special reports on topics requiring investigation and study. This material might come from the magazines listed above and also from newspapers, interviews, reports, and special personal investigations.

Dramatization of historical literature or parts of it; for instance, the dramatization of *The Courtship of Miles Standish* will show domestic, social, religious, and industrial life in early colonial times. Other material of a similar nature might include *Abraham Lincoln*, *America*, *The Man Without a Country*, *Birth of a Nation*, *Evangeline*, and many others

Dramatizations of meetings of a French *levée*, Greek or Roman Forum, Roman Senate, Parliament, First Continental Congress, etc

Other dramatizations might be:

Queen Isabella and Columbus

Drake telling of his explorations. (See Noyes, *Sir Francis Drake*)

<sup>1</sup> See Kimball, R. S. *Current-Events Instruction* Houghton Mifflin Company.

Scenes from the life of Joan of Arc  
 Constitutional Convention  
 A Colonial town meeting  
 Greek and Roman games and athletics  
 The Settlement at Jamestown  
 Congress voting on the admittance of certain states  
 The Boston Tea Party  
 Burke's Speech to Parliament on Conciliation  
 Livingstone in Africa  
 Meeting of Congress immediately after the Civil War  
 The Pilgrims and their journeys  
 The Puritans at Scrooby  
 Penn's Treaty with the Indians  
 Drawing up the Declaration of Independence  
 Meeting of the present Congress to consider some important bill  
 Lincoln reading the Proclamation of Emancipation to his Cabinet  
 Patriotic celebrations of other countries  
 The Peace Conference at the close of the Great War  
 Peary at the North Pole  
 Incidents from the life of Lindbergh

Use of the sand table for presentation of scenes from *Hiawatha*, ocean with Viking ships, ocean with three ships of Columbus, and other historical events; ships made from paper or cardboard

Shadow pictures showing the burial of De Soto; Ponce De Leon (old man with cup); Raleigh (potato and tobacco); Champlain (Indians aiming arrow at white man); Menendez (banner with words "St. Augustine"); Cartier (banner of New France); Verrazano (fishing pole); Father Marquette (dressed in long robe and carrying crucifix); Henry Hudson (banner "Half Moon")

Tableaux showing Betsy Ross and the making of the first flag; Washington at Valley Forge; Washington crossing the Delaware; William Penn making treaties with the Indians, "The Spirit of Seventy-Six"; Declaration of Independence; Versailles Peace Conference, Rose of No-Man's Land; Paul Revere's ride; death of Nathan Hale; the capture of Benedict Arnold; the surrender of Cornwallis; "LaFayette, we are here"

Study of such pictures as: "End of the Trail"; "Appeal to the Great Spirit"; "Skeleton in Armor"; "Liberty Bell"; "Battle of Lake Erie," and the many Perry Pictures

Reading of such poems as *Barbara Frietchie*, *The Blue and the Gray*,

*Sheridan's Ride; Maryland, My Maryland; O Captain, My Captain; Gettysburg; In Flanders Fields; Skeleton in Armor; Columbus; Evangeline; Gray's Elegy; Paul Revere's Ride, Nathan Hale, Old Ironsides, Music in Camp*

Development of an historical pageant, preferably of local historical significance

Impersonations of Patrick Henry, Edmund Burke, and others

Open forum for discussion of contemporary unsettled problems

Biographies of famous Americans: Roosevelt, Lincoln, Washington, Penn, Franklin, Mark Twain, Whitney, Bell, Betsy Ross, Wright brothers, Jefferson, Edison, Roger Williams, Cornplanter, Wilson

Biographies of famous people of other countries: Alfred the Great, Charlemagne, Elizabeth, Henri of Navarre, Marie de Médicis, Savonarola, Bismarck, Lloyd George, Nightingale, Gladstone

Dramatization of modern political convention: registration, primary and general-election voting; inauguration or installation, and other procedures

Assembly programs of plays, drills, pantomimes, showing songs, life, customs, costumes, and ideals of other days

Lectures and talks by competent outsiders

Men and women of today who are before the public

Problems of capital and labor

Science and inventions and their historical influence

History in art: panorama pictures, groups, sculpture

Problems in modern history and contemporary international events of historical importance

Club parties depicting certain periods of history

Vocations in history: investigation and research, recording, teaching, and opportunities for further work in the field of history

## REFERENCES

### Books<sup>1</sup>

BIRD, G. E., and STARLING, M. *Historical Plays for Children*. The Macmillan Company.

ELSON, H. W. *Modern Times and the Living Past*. American Book Company.

HANCOCK, M. S. *Children of History* (2 vols). Little, Brown and Company.

HANSHEW, H. P. *My Book of Best Stories from History*. Funk and Wagnalls Company.

<sup>1</sup> Valuable lists of material may be obtained from The McKinley Publishing Company, Philadelphia.

- HILLYER, V M *Child's History of the World*. The Century Company.
- HODGDON, J P *The Enchanted Past* Ginn and Company
- HOLLAND, R S. *Historic Boyhoods* George W Jacobs and Company.  
— *Historic Girlhoods*. George W. Jacobs and Company
- KEITH, L P. *Historical Folk Dance Book* L P Keith, Albuquerque, N M.
- LAMPORT, W K. *Historic Pageant of St. Joseph's County*. L P Hardy and Company, South Bend, Indiana.
- LOGASA, H. *Historical Fiction* McKinley Publishing Company.
- NORTHEND, M H. *Historic Homes of New England*. Little, Brown and Company
- OGDEN, H. A , and OTHERS. *Historic Tales and Golden Deeds* (4 vols).  
Prepared by University Society and After School Club of America.
- ROBSON, E. H. *Dramatic Episodes* Atlantic Monthly Press.
- ROE, E. O *Historic Americans* Laird and Lee
- SABATINI, R. *Historical Nights' Entertainment*. Houghton Mifflin Company.
- SCHAUFFLER, R. H *Our American Holidays*. Dodd, Mead and Company.
- STEVENSON, A. *Dramatic Scenes from American History*. Houghton Mifflin Company.
- VAN LOON, H W. *The Story of Mankind*. The Macmillan Company
- WELLS, H G. *Outline of History* (4 vols). The Macmillan Company.  
— *Short History of the World* The Macmillan Company.

## MAGAZINES

- Current History*, New York Times Company, New York.
- History Magazine*, The Macmillan Company, New York
- Historical Outlook*, McKinley Publishing Company, Philadelphia.
- Time*, Penton Building, Cleveland, Ohio.

## CITIZENS

SENATE, JUNIOR CHAMBER OF COMMERCE, CITIZENS' UNION, SCHOOL CIVIC, PRESENT DAY, SCHOOL IMPROVEMENT, UPLIFT, SCHOOL BETTERMENT, CIVICS, JUNIOR CITIZENS

## ACTIVITIES AND PROGRAM MATERIAL

Dramatizations of election procedure: registration, primary and general election, voting, counting ballots, inauguration or installation, political conventions

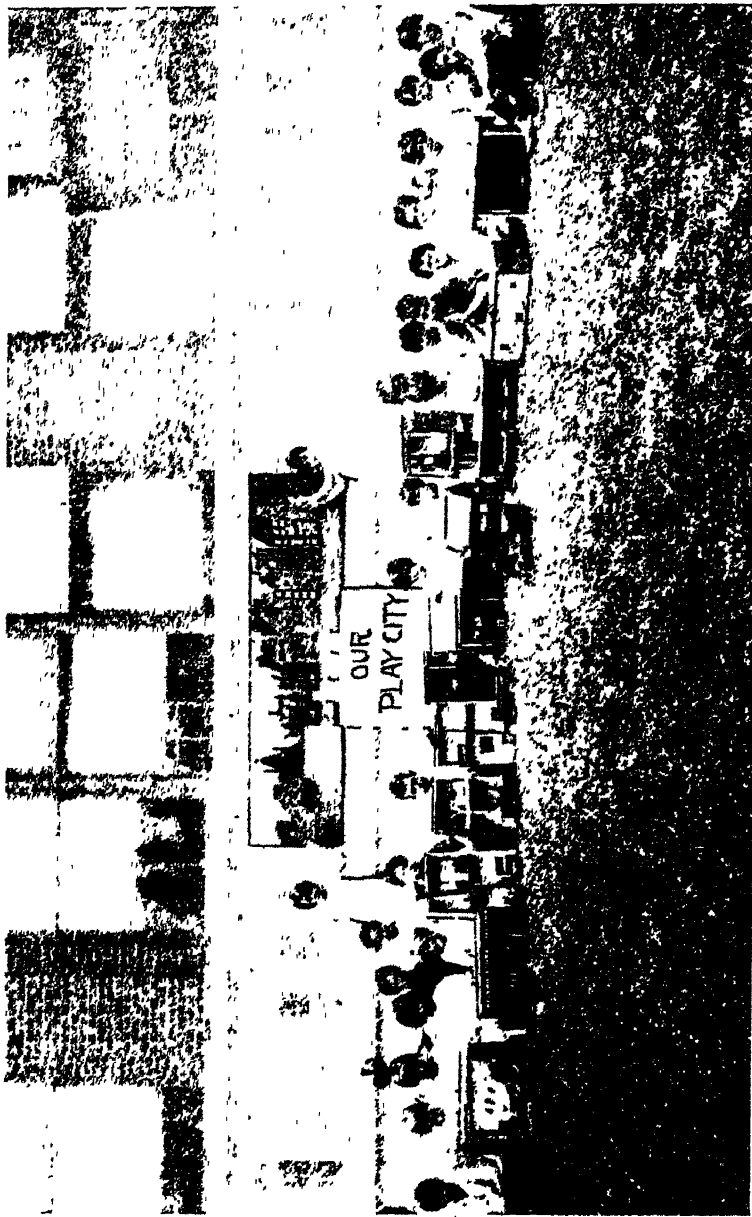


FIGURE 11 This picture of "Our Play City," made by the second grade pupils of the Harrison Park School, Grand Rapids, Michigan, proves that citizenship activities are carried on in the elementary as well as in the high school

Qualifications for voters in local community

Conducting of a political campaign · handling of school political campaigns

Dramatization of Congress or legislature meeting to confer on important contemporary problem

Election of president, vice president, senator, and congressmen, judges of Supreme Court; the term, salaries, work of these officers

The Cabinet: appointment, terms, salaries, duties, order of succession

Principal courts of the land: district, special, circuit, supreme; their organization, authority, function, and work

Election, term, salaries and work of the various state officials: governor, lieutenant governor, senators and assembly men, treasurer, attorney general, and others

Political parties: names, development, platforms, famous politicians, functions, or values

Mock trials: visits to various courts to see procedure

Dramatizations of immigration laws and procedure of admittance

Dramatization of naturalization procedure

Mock council meeting to consider important local problem, playgrounds, charity, taxation

Principal local officers: salaries, method of election, terms, work

Talks by local officials on the work of the various city departments: Police; Fire; Sewage Disposal and Garbage; Streets and Highways; Health; Recreation

Exhibition on bulletin board or elsewhere of pictures, cartoons, posters, charts, etc., illustrating civic truths

Survey of the town to plot locations of billboards, dirty alleys and streets, empty houses

Dramatization of the career of the political boss

Visits to city, county, state, and federal buildings and offices to learn organization, functions, and to see practices and procedures

Study and investigation of law violaters in relation to school pupils: selling cigarettes to minors, and other illegal acts

Game laws and their observance

Protection of domestic animals by law and ordinance

Assembly programs on special days: birthdays, celebrations, anniversaries of great events; significant local days; election day, and other important happenings

Peace-time heroes and war-time heroes

History of development of the American flag

How community life began (dramatized in pageant form)

How to improve our community

Discussion and investigation of local climate, water supply, natural resources, trees, etc.

Debates and discussions of important local and national problems: pure food, sanitation, cold storage, traffic, fire and police protection, beautification

Conduct of campaigns. Clean-up; Health; Inventory, Fire Prevention; Better Speech; Safety First; Neatness

Development of codes of behavior: of citizenship, of health activities; of scholarship

Responsibility for school service assigned to the club

Promotion of campaign for care of school and personal property

Improvement of school buildings and grounds

Acting as safety patrols on streets, at dangerous intersections, on stairs, in the halls and corridors

Acting as ushers and guides at entertainments, on visiting days, etc.

Messenger service for teachers and office

The work of the Junior Red Cross, Welfare Societies and Organizations

Service to absentees, sick and injured pupils

Inspection of fire-fighting apparatus

Promoting public health and safety by removal of unsanitary or dangerous conditions

Visits to local industries, plants, banks, and business houses

Visits to public works: bridges, monuments, parks, and recreational facilities. (See Excursion Club.)

Development of a booklet describing the local community and its educational, commercial, and other advantages. Such a project was recently promoted at Hamtramck, Michigan. This eighteen-page booklet describes Hamtramck under the headings, "General Information," "Civic Factors," "Social and Fraternal Life," "Religious Life," and "Miscellaneous." It is well illustrated with photographs and is attractively covered. It was printed in the high-school print shop.

Great citizens of America and other countries

America, the Melting Pot: social significance, attendant responsibilities

Vocations in citizenship: in politics, postal and consular service, technical pursuits in agriculture, finance, law, immigration, research, civil service, army, navy

Educational opportunities for work in this field

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## GEOGRAPHY

## JUNIOR GEOGRAPHERS. PHYSICAL GEOGRAPHY, PHYSIOGRAPHY, SURROUNDINGS

## ACTIVITIES AND PROGRAM MATERIAL

The relation of man to his physical surroundings: plant, animal, and mineral life

Relation of the weather and earth's crust to man and his development

Water as a source of supply. home for food; modifier of climates; source of power; and means of communication and transportation

Land: formations, mountains, etc., its influence on man's activities directly in farming and other agricultural pursuits, and indirectly in its influence on climate

Its relation to transportation and communication

Air: climate, its relation to animal and vegetable life; use in communication and transportation; as a source of power, and as a potential danger

Man's improvement of nature: reclamation of deserts, by irrigation, improvement of plant and animal life, tunneling mountains and digging canals; harnessing water and air for his purposes (See Conservation Club)

Movements of the world and its solar system: influence on man's development

Movements of water, currents, tides, oceans, streams, and their causes and results

Geography and the location of cities

The improvement of soils: methods and materials

Methods of protection from natural hazards: lightning, flood, landslides, storms

Imaginary trips and travels to various parts of the world to see the beauties and wonders of nature: Niagara Falls, Yellowstone Park, Yosemite, Mt. Ranier, Mt. Hood, the Alps, glaciers, Victoria Falls, Natural Bridge, Mammoth Cave, Grand Canyon, and others, illustrated with pictures, postcards, and drawings of these wonders. (See Travel Club.)

Making a scrapbook and picture book from interesting material in magazines and newspapers. This material before being bound might be placed on the bulletin board or in other ways made available to the school

The relation of national geography to international strife

The history of geography: early beliefs regarding the shape of the earth, the animals of the sea, mythological birds of unknown parts of the earth

The conquest of nature through inventions and discoveries

Great geographers and their work

Trips to see local formations and geographical material

Visits to museums to see exhibits of geographical material of this and other countries. (See Museum Club.)

Geography in literature, particularly mythology, music, and art A great deal of material has been written about the seasons. The poems and songs dealing with spring, summer, autumn, and winter, flowers, trees, etc., might be read and sung. (See Music, Literary, and Mythology Clubs.)

Trips to weather bureaus to see methods of taking and recording weather changes

The instruments of the weatherman barometer, thermometer, wind vane, air-speed gauge, measuring jar, altimeter

Visits to power plants, reservoirs, water fronts, mountains, and similar places

Protection of the seaman from natural hazards by means of lighthouses, lightships, buoys, whistles, bells, fog horns, and lights

Weather signals and their use

The use of the *National Geographic Magazine* and similar material for club programs

The National Geographic Society and its work

Assembly programs illustrating and demonstrating geographical material and possibilities

Vocations in geography and opportunities for education for these positions

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### EXCURSION

#### TRIP, KNOW YOUR CITY, PILGRIMS, SIGHTSEERS

##### ACTIVITIES AND PROGRAM MATERIAL

This club might map the community and its main features. A blank outline map may be used and as each place is visited by the club or by designated members or committees, after reports have been read or heard, it is then placed upon the map. For instance, such a study of the neighborhood might include the following places and buildings:

The neighborhood stores, shops, garages, drug stores, and markets

The location of the police station, fire station, hydrants, hospitals, doctors' offices, fire alarms, telephone and telegraph offices, railway stations, and bus stops

The principal buildings: court house, city buildings, post office, schools, and churches

The principal lanes, paths, and short cuts of the community

Points of unusual beauty, significance, or historical interest

Location and direction of principal streets and thoroughfares

Many clubs now take trips to local stores, commercial and industrial plants, city, state, and federal buildings and works, parks, gardens, farms,

and places of interest and beautiful scenery for purposes of photographing, sketching, studying history, materials, equipment, organization, processes, methods, and products, especially those relating directly to the life of the pupil in his community. Any community has a large number of these possibilities. The following list suggests suitable places for the club to visit:

## PLACES OF CITY, COUNTY, STATE, AND FEDERAL INTEREST

Arsenal	Navy yards and stations
Bridges and other public works	Police station
County homes and hospitals	Post office
Court house	Pumping stations
Filtration plant	Road and bridge building
Fire department	Sewage disposal plant
Incinerator	Ships
Jail and penitentiary	Treasury
Mint	Waterworks

## PLACES OF COMMERCIAL INTEREST

Bakeries	Insurance offices
Banks	Interurban railroad offices
Beauty parlors	Laundries
Bottling works	Lumber yards
Brokerage houses	Markets
Bus lines	Oil stations
Candy factory	Printing offices
Cannery	Publication offices
Car barns	Railroad stations, yards, shops
Cleaners and dyers	Real estate offices
Dairy farms and plants	Restaurants
Dressmaking shops	Shops
Electric-light company	Stock yards
Ferries	Storage plants
Flower shops and greenhouses	Stores
Garages	Tailoring establishments
Hotels	Telegraph and telephone offices
Ice-cream plant	Toy and novelty stores

## PLACES OF INDUSTRIAL INTEREST

Automobile factory	Glass works
Brick yards	Ice plant
Building trades	Oil and gas wells
Cabinet and furniture making	Pottery
Chemical plants	Quarries
Coal mines	Refinery
Coke ovens	Rubber works
Engineering construction	Sawmill
Factories	Shipyards
Gas works	Steel, tin, copper plants

## PLACES OF EDUCATIONAL INTEREST

Churches (windows, architecture)	Musical comedies
Colleges	Observatory
Concerts	Operas
Dramatics	Pictures
Exhibitions	Y.M.C.A. and Y.W.C.A.
Lectures	Zoölogical gardens

## MISCELLANEOUS PLACES

Field trips, birds, flowers, formations  
 Historical landmarks, graves, monuments  
 Large estates  
 Memorials  
 Museum, conservatory, fishponds  
 Natural beauties, caves, rivers, mountains  
 Parks, playgrounds  
 Rocks, minerals  
 Sanitariums

The history of important local institutions and organizations

Visits to offices to see office procedure, equipment, and methods

Trips to theaters, amusement parks, and similar places for fun, amusement, and recreation

Trips to see window displays, advertising methods, and similar activities

Study of problems of building, construction, zoning, water supply, sewage disposal, lighting

Plan an itinerary of the most interesting places for a stranger to visit who has a certain amount of time at his disposal

Study of the educational facilities of the community

Visits to churches, schools, and communities of other nationalities

Real and imaginary trips to foreign countries Cooperation with the Travel Club on such trips. Use of posters, slides, books, travel, transportation and hotel folders, etc

Field trips for the purpose of gathering material for the museum

Trips to towns of the neighborhood to study schools, geography, landmarks, historical material, factories, manufacturing processes, stores, natural phenomena

Visits to Washington, state capital, or other interesting cities and places and points some distance away

Computation of the number of animals, sheep, horses, hogs, dogs, in the community or neighborhood

Correlative work with Nature Study, Hiking Clubs, and others in projects of mutual interest and benefit

Keeping a bulletin board with interesting materials, pictures, snapshots, clippings, questions, announcements, and other advertising material

Assembly program on interesting travel material illustrated, exhibited, or dramatized

## CHAPTER XI

### COMMERCE AND BUSINESS CLUBS

The commerce clubs offer many opportunities for projects and work quite similar to actual commercial enterprises. Naturally, the main objectives of these clubs are more or less vocational in nature. There will probably be few members of these clubs who are not directly interested in business and business positions. For those who are not, the club will have a cultural or broadening value. The most important aims of the commerce clubs are to increase interest in commercial subjects; to acquaint the members with modern progressive business organization methods, systems, materials, and equipment; to encourage high standards of efficiency and achievement; to emphasize and develop the proper personal qualifications for commercial positions; to instill worthy business ethics and ideals; to develop worthy ideals and habits of thrift — saving, giving, investing, and spending wisely; and to develop an intelligent interest in the business and commercial life of the community by familiarizing the members with it.

#### COMMERCIAL

OFFICE, SUCCESS, FINANCIAL, BUSINESS, FINANCIERS, BOARD OF TRADE, ROUND TABLE, EFFICIENCY, EFFICIENCY EXPERTS, SPEEDERS, SHORTHAND, TRANSCRIBERS, GREGG WRITERS, HOOK AND CROOK, PENMANSHIP, BOOKKEEPERS, BUSINESS CORRESPONDENCE, STENOGRAPHIC AND TYPING, OFFICE PRACTICE, THE MARKET, DOWNTOWN, CHAMBER OF COMMERCE, CASH, ON ACCOUNT

#### ACTIVITIES AND PROGRAM MATERIAL

Some commercial clubs organize as a "corporation," going through all the procedure necessary to effect the organization. Frequently, the seniors of

the group act as the Board of Directors and the other members act as stockholders. Another, perhaps preferable, method is for the club to elect members of the Board of Directors. The corporation includes an Accounting Department, Sales Department, Purchasing Department, and Production Department. Each member of the club is then assigned to the department he is most interested in and in this way his interests and ability are capitalized. When trips to mercantile houses, and to commercial and industrial plants are made, each of these departments visits the appropriate department in the enterprise visited and is responsible for the presentation of that side of the organization to the club or corporation at the proper time.

The club can undertake a hypothetical business enterprise. organize its board, select its location, erect its building or factory, conduct business with all the usual methods. It may be prosperous part of the time and insolvent part of the time. The company will buy equipment; employ, promote, and discharge employees; make out payrolls and pay the help, buy merchandise; plan and hold advertising and selling campaigns; borrow money; protect itself by means of fire, theft, storm, and other forms of insurance; bank its money; make out tax and other reports; repair or add to its building; compute depletion, depreciation, fire, theft, and other losses; make and stand lawsuits; make adjustments, and in other ways conduct the business as if it were an actual company. Such a program might extend over the entire year and each meeting be given to a consideration of one of the various problems suggested above.

Demonstration of mechanical appliances: multigraphing, mimeographing, calculating, and duplicating machines; bookkeeping machines; comptometer and estimating machines; punching machines; time clocks; billing machines, check protectors, distributing or sorting devices; carrier systems, addressographs, filing machines; dictaphones; stamp-attaching and sealing devices; stapling and binding devices; telephone. These may be demonstrated by salesmen and experts. The Bell Telephone Company, for instance, is always glad to demonstrate its methods and work, teach good form and courtesy in the use of the telephone, etc.

Demonstration of shorthand and typewriting by experts, champions, court reporters, newspaper men, factory and company experts, and others.

Talks by business and professional men on topics of interest to the club: lawyer, general manager, credit man, president, treasurer, secretary, sales manager, claim and adjustment manager, auditor, delivery manager, buyer, designer, and efficiency expert.



Sales talks: types, purposes, uses, material, and method of making. This material offers many opportunities for actual practice by the members.

Contests in shorthand, typewriting, rapid calculation, bookkeeping, etc.

Dramatics and playlets relating to business methods and practices. The following make good material for the general school assembly program: "The Office Dog," "The Waste Paper Basket," "Our Boss," "The Adding Machine," "Not to the Swift," "Diogenes Looks for a Secretary," "The Trailer of Errors," "I. M. Efficiency, the New Boss."

Papers on special subjects of interest to particular pupil investigators.

Methods of determining the location of a store or business house: counting the number of individuals who pass this place; study of the number and nationality of the people of the community; investigation of the amount and kind of competition in the vicinity; transportation and delivery facilities, proximity to banks and other business houses; the side of the street to be preferred; the problem of the community development; former similar stores, possibilities of selling, renting, or subletting the premises in case of a withdrawal, forced or otherwise, from the business.

Business contracts: proper forms and methods; importance; legal restrictions; methods of termination through performance, breach, impossibility, or bankruptcy.

Study of deeds, wills, mortgages, liens, and similar papers.

Relation of profit to risk.

Methods of computing and paying tax returns.

Instruments of credit: check, draft, note, bill of exchange, acceptances, endorsements, etc., and liabilities of drawers or makers.

Study of the methods and materials of banking: deposit slips, pass books, endorsements, checks, cashier's checks, protests and protesting, cashing of notes, premiums and discounts, assignment, power of attorney, attachment, usury, bills of lading, bills of sale or exchange, traveler's checks, mortgages — first, second, and third, overdrafts, balances, protecting checks, attachment; and the duties of the various bank officials, tellers, cashiers, president, and members of the board of directors.

Study of sales and sales terms: discount, controlled market, selling short, sales of various kinds, seasonal sales, sales campaigns and selling drives, embargo, "sale on the foot," on shipment, lump purchase, cut-rate stores and their methods, fire and damaged goods sales, bankrupt sales, adulteration and imitation, short weight or measure, sales license, misrepresentation, advertising the sales, import and export sales and procedures, duties —

ad valorem, specific, and compound — smuggling, trade marks and brands, contracts

Publication of a small booklet containing the activities of the year: purposes of the club, the programs, membership roll, honor roll of club members, lists of typewriting, shorthand, and bookkeeping awards, information about the enrollment and equipment of the commercial department, and an alumni register where information relating to the various positions held by former members and alumni may be found

Many commercial club activities may be suggested by the meetings, programs, and activities of the local Chamber of Commerce, Business Men's Associations, Lion's Club, Rotary Club, and Kiwanis Club

Keeping of personal accounts: record of expenditures, budgeting, banking, balancing, making reconcilements, etc.

Talks by teachers on commercial teaching in the schools

Study of the different forms of business correspondence: inquiry, commendation, advertising, collection, apology; the stationery, elements, arrangement, etc.

Other forms of social, commercial, and legal communications

Making a collection of different kinds of letters from business houses

Methods of filing correspondence

Collecting and studying employment application blanks

Proper procedure in applying for a position: "Selling One's Self"

Business advertisements: methods and materials

Business personality: what it is and methods of developing it

The relation of dress and attire to success in business

Business etiquette and courtesy

Business ethics, standards of conduct and legal requirements

Good business-office arrangement: consideration of light, heat, ventilation, safety, and convenience

Office equipment: desks, chairs, filing cabinets, tables, typewriters, and other mechanical devices

Study of counter, shop, and market arrangement and decoration

Methods of packing, crating, storing, and shipping

Problems in computation of interest, discount, commission, brokerage, insurance, etc.

This club can help to promote activities by assisting in advertising, correspondence, selling tickets, tags, or publications, or in encouraging bank deposits

The club can also be responsible for the handling of the business end of

the bookkeeping for school activities, caring for the money, paying it out upon proper authorization, auditing and making records, publishing reports.

Talks from former members of the club or school who are now in business

In some schools the club handles the school banking.

Assisting the teacher of commercial subjects

Types of business news: shipping, stock market, real estate

The relation of weather to certain kinds of business

Conducting a supply store in the school building for commercial subjects or for the school

In a few schools the commercial club handles the financial matters connected with the cafeteria: receiving the money, paying the bills, auditing accounts, etc.

Study the lives of great business men and women and their business methods: Woolworth, Heinz, Kresge, Schwab, Gary, Field, Horne, Wanamaker, Ford, Armour, Wrigley, Rockefeller, Morgan, Carnegie, Mellon.

Holding of social meetings of various kinds. The following menu of an actual banquet given by a commercial club illustrates one method of adding to the interest in the work

#### MENU

Reverse Curve Soup

Diphthong Hearts

Broiled Word Signs

Consonant Chips

Stuffed Vocabulary with Short-Cuts

Disjoined Prefixes and Mashed Circles

N-Hooks with Ses-Circles

Blend Salad

Light-Line Cream and Logograms

Suffix-Noir

Trips to business houses, stores, banks, offices, hotels, factories, printing establishments, mines, newspaper offices, transportation and industrial plants to observe modern methods of conducting business

Assembly programs of various kinds: dramatizations and demonstrations, speed tests and contests, stunts of several kinds such as typing and adding at the same time, demonstration of the proper methods of using the telephone, how to enter an office and transact business, applying for a position, office etiquette, suitability of attire and dress

Vocations in the commercial world. The club should coöperate with the Career Club on this topic. Such cooperation will naturally be mutually beneficial.

Opportunities for further education in the various vocational pursuits studied in stores and commercial houses, colleges and universities, night schools, extension classes, and correspondence school work

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Other material and references will be found in the discussions of Advertising Club, Salesmanship Club, and Banking Club in this book

## CORRESPONDENCE

## LETTER WRITING, BUSINESS CORRESPONDENCE

## ACTIVITIES AND PROGRAM MATERIAL

Types of correspondence . commercial and social

Main characteristics of the various types of correspondence

Essentials of a letter : correctness, clearness, brevity, conciseness, and courtesy

Methods of salutation commonly used

The materials of a letter — concrete ideas fitting definite situations

The proper arrangement of the parts of a letter

Proper and improper methods of closing the letter : common expressions and errors to be avoided

Types of business letters · collection, complaint, introduction, commendation, advertising, regret, apology, adjustment, inquiry, form, etc ; uses and general make-up

Sales letters and circulars

Methods of including and mentioning enclosures

Paper and stationery used in various types of letters

Social letters, invitation, friendship, regret, acceptance

Office routine . outgoing and incoming mail, commercial abbreviations, enclosures, forms of remittances, banking

Filing systems · alphabetical, numerical, geographical, etc., flat and vertical ; card indexes ; transferring correspondence

Methods of filing letters and duplicate answers

Telegrams and cablegrams uses, values, methods of sending

Use of the dictaphone in dictation work

Correspondence devices, addressographs, mimeographs, duplicating machines, sealing, opening, and stamping machines, and distributing devices

Visits to stores and offices to see how correspondence and mail is handled

The collection of letters of all kinds for purposes of group criticism

Study of letterheads types, printing, and arrangement

Writing the letters to be used by the various activities departments

Typing and stenciling for various uses about the school

Postal classification and rates of postage

The story of a letter's travels

The manufacture of paper, ink, pencils, and other supplies

Coöperation with Banking, Commercial, English, Thrift, Travel, and other clubs on topics of mutual interest

Assembly program illustrating, demonstrating, and dramatizing the activities of the club

Vocational possibilities as stenographer, typist, clerk, secretary, etc. and the educational opportunities for training for these positions

Most of the work of this club can be actual practice in projects of writing. The programs can be built around certain phases of writing and each member contribute or compete in these activities.

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## ADVERTISING

## ACTIVITIES AND PROGRAM MATERIAL

The place, importance, and function of advertising in a civilized world

The history of the advertising movement. early materials and methods

Ethics in advertising: the advertiser's responsibility, overadvertising, dignified *versus* cheap advertising, advertising *versus* publicity.

Advertising in other countries: first-page newspaper display, absence of billboards; prevalence of electric signs; walking and announcing advertisements

Journalistic advertising: newspapers, magazines, yearbooks, etc.; types, classified and display; methods of advertising

Advertising by means of billboards. criticism, advantages and disadvantages; placing of the boards, designing, printing, and painting of the signs; time limits

Electric signs: origin and development; continuous, flashing, and story or action signs; colors; appropriateness of design; placement; cost and expense; operation

Mechanical signs: moving figures in windows, revolving wheels, window snappers; trick signs; mechanical puzzles and impossibilities; operation and value

Posters and show-card work: window and store display, function, practice in making

Advertising by means of cards, letters, and circulars. methods of obtaining mailing lists; composing attractive letters and circulars

Folders, bulletins, and small brochures: used especially by transportation companies and travel bureaus; material and its organization, attractiveness and appeal

Freak advertising by means of animals, birds, skeletons, arrests, stunts, freak vegetables

Air advertising: by smoke and fire writing; electric signs, bombs; dropping of cards, small airplanes or gliders, parachutes with samples or prizes attached, airplanes carrying changeable electric signs, etc.

Guessing number of beans, coins, shot, or peanuts, estimating time, and "lucky number" methods of advertising

Advertising by means of well-known "users" pugilistic, baseball, tennis, swimming, and other champions, movie heroes, and other well-known persons  
Discussion of the value, dignity, and ethics of this type of advertising.

Advertising by distribution of samples

Advertising by means of press agents and their human-interest stories

The advertising of the professional man dentist, lawyer, or physician

Church and religious advertising

The psychology of advertising. recognition and capitalization of such elements as pride, happiness, satisfaction, humor, likes and dislikes, etc.

Discussion and illustration from experiences of members, of the main elements of advertising — first interest, continued interest, proof of value, and persuasion to acquire

Methods of utilizing important current events in advertising material

Practice in writing and arranging advertisements This work may be done in connection with the school newspaper or magazine. The advertising club might be responsible for the solicitation, writing, and arrangement of all the advertisements in the school publication.

Methods and materials for illustrating the advertisement

Methods of selling space or advertisements: rates and contracts, extent or duration of the advertisement, or amount of repetition; collecting and methods of payment

Advertising associations or companies and their methods of work

Collecting and studying advertisements of all kinds

Advertising the activities of the school: games and athletic events, dramatics, musicals, contests, debates, campaigns and drives, etc.

Card writing and lettering for special sales, cake and candy, for the cafeteria, and for signs and cards for general information and knowledge

This club may have charge of the general Bulletin Board and see that notices are carefully composed, neatly written, tastefully arranged, and properly timed.

The place of advertising in business and life about us may be dramatized by the club for an assembly program.

Recognition contests and games with well-known advertisements

The use and place of literature in advertising

Trips to business and commercial houses and advertising departments to see methods of planning, writing, and illustrating advertisements

Talks by advertising and publicity managers and officials of advertising firms on topics of interest to the club

An interest study of the effect of advertising on the pupil buyers of the school may be made by means of a questionnaire. Each pupil is asked concerning his purchases during the past six months, why he made them, where he made them, and why he made them there. Interesting illustrative material showing the influence of advertising will be discovered.



Vocations in advertising: designing, art, cartooning, writing, lettering, engineering, electricity, salesmanship, collecting, etc., and the opportunities for preparation for these vocations

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- BARNARD, W. F. *Mind Over Mind* International Display Company, Cleveland, Ohio.
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- DEAN, A. W. *Modern Publicity*. Isaac Pitman and Sons
- DOUGLAS, A. W. *Merchandising*. The Macmillan Company.
- GIFFORD, W. C. *Real Estate Advertising*. The Macmillan Company.
- HALL, S. R. *The Advertising Handbook* McGraw-Hill Book Company.
- HOOVER, R. S. *Science and Art of Salesmanship*. The Macmillan Company.
- IVEY, P. W. *Elements of Retail Salesmanship* New and Revised Edition The Macmillan Company.
- KASTOR, E. H. *Advertising*. LaSalle Extension University
- KITSON, HARRY D. *The Mind of the Buyer*. The Macmillan Company.
- RUSSEL, T. *Commercial Advertising*. G. P. Putnam's Sons.
- SAMPSON, E. *Advertise!* D C. Heath and Company
- SHAW, A. W. *Attracting and Holding Customers* A. W. Shaw Company.
- STRONG, E. K., JR. *The Psychology of Selling and Advertising* McGraw-Hill Book Company.
- TIPPER, H., and HOLLINGWORTH, H. *Principles of Advertising* Ronald Press Company.
- WOLF, J. D. *Writing Advertising*. The Ronald Press Company.

#### MAGAZINE

*Printer's Ink*, 185 Madison Ave., New York

## SALESMANSHIP

## JUNIOR SALESMEN, COUNTER, SELLING, VENDORS

## ACTIVITIES AND PROGRAM MATERIAL

The meaning and importance of salesmanship

Qualifications of a good salesman: health, trustworthiness, personality, reasonableness, courtesy, ambition, friendliness, how to develop these qualities

Types of selling: commodity, service selling, specialty selling

Development of the material to be sold: function and relation of the manufacturer or source, wholesaler, jobber, retailer, consumer

Profit, reasonable and otherwise, and its relation to the salesman

The psychology of selling and buying

How high-powered and pressure selling defeat their own ends

Visits to concerns to study their methods of selling

The training of salesmen and sales directors

Sales campaigns; advertisement and publicity

Selling by means of letters, pamphlets, and advertisements through the mail

Training for business opportunities

Stories of famous salesmen

Salesmanship contests within companies: Underwood Typewriter Company and others

Talks by outsiders: salesmen, directors, executives, and others

Promotion of newspaper, magazine, and other selling campaigns and drives

Cooperation with the Banking, Commercial, and Correspondence Clubs on topics of mutual interest

Vocations in salesmanship and opportunities for preparation for these

## REFERENCES

- BERNAYS, E. R. *An Outline of Careers*. Doubleday Doran and Company.  
BRISCO, N. A. *Fundamentals of Salesmanship*. D. Appleton and Company.  
CARROLL, J. J. *He Was the Greatest Sales Manager the Business World Ever Produced*. Forsythe Publishing Company.  
CORBETT, R. *The Man Who Sells*. Franklin Publishing Company.  
DOUGLAS, A. W. *Merchandising*. The Macmillan Company



FIGURE 12

The first important step in educating for thrift is the development of the habit of saving regularly. Other habits of equal importance are spending, investing, and giving wisely.

- FORD, H. *My Life Work*. Doubleday, Doran and Company
- HOOVER, R. S. *Science and Art of Salesmanship*. The Macmillan Company.
- IVEY, P. W. *Elements of Retail Salesmanship*. The Macmillan Company.
- MAXWELL, WM. *If I Were Twenty-One*. J. B. Lippincott and Company.
- ROCHE, MRS. R. A. B. *Salesmanship for Women*. Ronald Press Company.
- ROWELL, G. C. *Forty Years an Advertising Agent*. Franklin Publishing Company.
- UPDEGRAFF, R. *Captains in Conflict*. A. W. Shaw Company
- WHITEHEAD, H. *Principles of Salesmanship*. The Ronald Press
- *The Business of Selling*. American Book Company.

Other material may be found in the discussions of the Commercial Club and the Banking Club

## BANKING

### FINANCIERS, BANKERS, HIGH FINANCE, CASH

#### ACTIVITIES AND PROGRAM MATERIAL

The history of banking from the "care-and-loan-of-animals period" to the present

Types of financial institutions, their organization, function, and operation: banks — private, state, national, savings, and postal savings; trust companies, building and loan associations

Banking forms, blanks, and paper: deposit slips, checks and drafts of various kinds, — traveler's, cashier's, certified, pass books, check books, draft and trade acceptances, assignments, power of attorney, bills of sale or exchange, bills of lading, mortgages, notes, deeds, etc.

Study of banking terms and corresponding practices. endorsements, entries, protests, cashing at premium, face, or discount, exchange, usury, collections, clearing, overdrafts, balances, interest, funds, statements

Bank officers: board of directors, president, vice president, secretary, treasurer, cashier, assistant cashier, paying and receiving tellers, book-keepers, clerks, and auditor; methods of election, selection, or appointment; their duties and functions

Banking operations involved in cashing a check, accepting a deposit, computing and paying interest, loaning and borrowing money, buying notes and similar papers, selling traveler's checks, selling bonds, extending a note

Methods of protecting depositors: audits and examinations, depositing with proper authorities; publication of statements, reserve requirements

Check protective devices · use of special check paper, construction and methods of operation of check-writing machines

Travels taken by ordinary counter check and a certified check

Bank vaults, safes, and safety boxes types, sizes, materials, construction ; protective devices — gas, water, electricity — combination locks of various kinds

Burglar alarms : bells, lights, horns, whistles, and sirens

Equipment of the bank : adding machines, comptometers, calculators, and estimating machines, addressographs, mimeographing equipment, sealing and stamping machines, change machines, files and filing equipment, billing and bookkeeping machines, tantographs, dictaphones, carriers, and distributing devices

Bank furniture and general arrangement of the bank

Business contracts and agreements : legality, proper forms, competence of contractors, termination, selling, use as collateral

Investments : the function of the banker in supplying safe advice to investors of the community regarding the various kinds of investments ; investment *versus* speculation

Study of investments : principles ; accessibility, safety, regularity of income, convenience, variety, possibility of increased value, etc. ; types ; bonds of private and public organizations and governmental stocks of all kinds, mortgages, insurance, building and loan associations, real estate, personal property, such as diamonds ; how, when, and where to buy ; prices and methods of payment ; selling. (See Commercial Club for additional suggestions.)

Bankruptcy and bankruptcy proceedings : liability, function, place, methods

Budgeting, and its place in the business world

Banking and financial correspondence

Methods of advertising used by banks

Study of types, function, value, and methods of school banks and banking

Discussion of current news items concerning banks and banking procedures

Talks by competent outsiders : president, cashier, manager, or other officers of financial organizations on topics of interest to the club

Methods and practice of computing interest, discounts, and maturities

Trust banking : materials, wills, estates, etc., and methods

The Bank Club might be responsible for the establishment of a school bank in the school. This bank will be organized in the regular manner with a board of directors, officials, and employees ; will construct a suitable room

or window, purchase and install suitable and necessary books and equipment, have printed the necessary blanks and forms; and do a regular banking business in the school. It will accept deposits, pay interest on amounts as large as five or ten dollars, pay out money, and make loans. It will deposit its money with the town banks and pay its expenses and interest out of interest it receives from these town banks. Suitable protection, such as bonding, auditing, and publication of statement will be provided.

If there is a bank or a banking system already in the school, this club may form an imaginary bank. This hypothetical bank is formed in the usual way by election of a board of directors, election or appointment of officers and employees. The site of the bank is chosen with the help of the Commercial Club. Bonds and stocks are sold. The bank building is planned and blue printed in cooperation with the Architecture and Blue Print Clubs; it is built and equipped in cooperation with the Building or Contractors Club; it is painted and decorated by the Art or Painters Club; the plumbing is supplied and installed by the Plumbing Club; the desks, tables, shelves, and windows are made by the Cabinet, Manual Training, or Ornamental Metal Clubs; the system of bookkeeping is installed by the Commercial or Bookkeeping Clubs. This hypothetical bank having been organized and built, now conducts a hypothetical business with all of the usual banking operations and transactions, some of them in cooperation with the Commercial and Thrift Clubs. It accepts money for deposit and pays interest on funds; loans money; puts up a reserve or deposit with the proper authorities, depending on what kind of bank it is; buys mortgages, notes, and other financial paper; makes discounts of various kinds; issues and publishes statements; improves its buildings or holdings; makes tax and other reports; is properly examined; insures its property; stands and makes lawsuits; computes losses and depreciation; and in other ways simulates actual banking. The board of directors holds regular and special meetings in which the usual matters are discussed and settled. The organizing and conducting of this hypothetical bank would make a very fine program project for the entire year. Each step in the building and operation of the bank suggested above would be made the subject of the proper program. The various officials and members of the bank are responsible for investigations and reports on the various banking operations, organization, equipment, and methods.

Visits to financial institutions, banks, trust companies, building and loan associations, clearing house, etc. to see equipment, methods, and procedures used in commercial work

Assembly programs: A very fine assembly program might be made out of the dramatization of a meeting of a board of directors. Other material for such a program might be demonstrations of machines and devices, talks and discussions of banking procedure and methods, thrift activities; special day programs on Franklin's birthday; etc.

Campaigns and drives for thrift and banking, in coöperation with the Thrift and Commercial Clubs

Great financiers: Hamilton, Morgan, Gould, Mitchell, Vanderbilt, Mellon, Lamont

Great financial houses and institutions

International banking: place, methods, and procedures

Methods and function of the federal banking institutions

Methods and function of the Stock Exchange

Vocational opportunities in banking and methods of training for these

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### BOOKS

- BAYS, A. W. *Banks and Banking*. Callahan Publishing Company.  
 BROWN, W. H. *Bank of the United States*. R. G. Badger Company.  
 CHAMBERLAIN, A. H. and J. F. *Thrift and Conservation — How to Teach It*. J. B. Lippincott Company.  
 CUTTING, H. C. *Financial Independence and How to Attain It*. Financial Liberty League, 7 Pine St., N. Y.  
 DUNBAR, C. F. *Theory and History of Banking*. G. P. Putnam's Sons.  
 JACKSON, B. B., and OTHERS. *Thrift and Success*. The Century Company.  
 KEISTER, A. S. *Our Financial System*. The Macmillan Company.  
 KIRKPATRICK, E. A. *Uses of Money*. The Bobbs-Merrill Company.  
 PROST, Y. *Saving Pride*. Dodd, Mead and Company.  
 SANDERS, T. E. *Saving and Investing Money*. Thrift Publishing Company.

### MAGAZINES

- Bankers' Magazine*, Bankers' Publishing Co., 71 Murray St., N. Y.  
*Bankers' Monthly*, Rand, McNally and Company, Chicago, Ill

*Schools Savings Banking*, reports and other material may be obtained from the Savings Bank Division of the American Bankers Association. The National City Bank of New York sends out a fine pamphlet concerning trends in finance. Material may also be obtained from the various educational thrift companies mentioned in the discussion of the Thrift Club.

## THRIFT

## ACTIVITIES AND PROGRAM MATERIAL

Discussion of what constitutes thrift earning or possessing, wise spending, saving, investing, and giving

Keeping records of expenditure, both family and individual. See *Personal Accounting*, A. S. Gill and Company, Keokuk, Iowa

Making a budget for the individual or his family principles of budget making; main divisions or distributions of the budget, estimating amounts, allowance for extra expenses, etc.

Giving, an important element of thrift: how intelligent giving represents saving; intelligent *versus* unintelligent giving, investigation of cause or condition, how much to give; variety in giving; giving to religious, social welfare, distressed communities and sufferers, and worthy causes in the neighborhood; "loaning" *versus* giving A very interesting project can be worked out in this phase of thrift. Each member sets aside a hypothetical amount, say one hundred dollars, and "gives it away" during the semester or year. He studies the papers, learns the needs of the community, its churches, charitable organizations, etc.; learns of other impoverished, distressed, and stricken communities, and donates certain amounts to each. He keeps records of his giving. Near the end of the term one program is built around the general topic of how this money was given away. Each member brings his records and discusses his giving with the club. These records might be mimeographed or placed on the board and appointed judges or the club decide which member did the best job of giving. Such a judgment will demand that standards be set and these standards should help the future citizen to give more intelligently.

Study of investment: purposes, values, and places in a thrift program; principles of good investment, safety, accessibility, variety, regularity of income, etc.; how, when, and where to buy, your best financial friend, your banker; study of investment advertising and investigation; protection from the glib arguments of salesmen; methods of obtaining variety in investment; how to judge an investment; investment *versus* speculation. As with giving, the member may begin with a hypothetical amount of money, say a thousand dollars, and "invest" it in various ways He studies the papers, reports of financial, commercial, industrial institutions, visits his banker for advice, listens to talks on investment by the banker, trust officer, or other competent financier, and in other ways intelligently invests and



reinvests his money. The investments will be made in such items as bonds, mortgages, stocks, government and other securities, various kinds of insurance, building and loan associations, real estate, and other commercial and industrial projects. He keeps records of the investments and at the end of the semester or year these records become the topic of a program. Each record shows all transactions, gains, and losses. The club or appointed judges rate or rank the best records of the year.

Thrift in buying: necessity *versus* merely desiring; studying advertisements and watching for sales of various kinds — bankrupt, fire, and damage, seasonal sales, etc.; dangers in and disadvantages of such sales; buying for quality; higher price and more service or lower price and less service; buying in quantity for discount, paying cash or having a credit account. An interesting project in buying may be worked out here as in the giving, investing, and budgeting phases of thrift. This is a good project, particularly at Christmas time.

Making a will: purposes and values of a will, kinds, principles, legal provisions, etc. Here, again, a practical problem or project may be worked out, each member of the club making a will disposing, in due and proper form, of hypothetical real and personal property of all kinds.

Publicity campaigns in thrift and thrift activities — assembly and home-room talks, discussions, and dramatizations of various kinds; essay, poster, slogan, and similar contests; drives and campaigns in earning, saving, giving, and investing; promotion of "Be Thrifty," "Earn and Save," and similar "Weeks", buttons, honor rolls, ribbons, banners, trips, and similar awards are appropriate for contest prizes.

Visits to banks and banking houses of various kinds, clearing houses, trust companies, etc. to see equipment, material, and methods used in financial institutions

Contests and competition in thrift activities between classes, floors, grades, boys and girls, parts of town, alphabetical divisions of the school, etc. The extent or degree of participation rather than the amounts should be stressed. Very appropriate for National Thrift Week

Qualification of members for "School Savings Banking Certificate" (Standard Savings Service, Inc., Pittsburgh, Pa.), and other similar awards of certificates, buttons, prizes, etc.

Brief study of types of institutions: banks, national, state, private; trust companies; financial building and loan associations and their places in the commercial world

Postal savings system: purpose, methods, and operation

Types and history of school savings banks and banking companies and methods

Collection and study of banking forms and papers. methods of transacting banking business, depositing, withdrawing, practice in the checking, borrowing

Organization of a school bank. (See Banking Club for a program of activities)

Assembly programs A great many of the activities of the club may be dramatized or demonstrated in the general assembly; methods, activities, material, equipment, etc. can all be utilized in thrift playlets

Programs for parents and outsiders The local parent-teacher association meeting is a good place in which to demonstrate or dramatize the activities of this club Some schools now report banking or participation in thrift activities on the usual report card.

Study of and reports on a survey of the earning opportunities in the community

The making and use of graphs and tabular representation in relation to thrift activities

Promoting and placing of thrift exhibitions in the corridors, on the bulletin boards, in special rooms, and in other strategic places about the school

Cooperation with Bank, Commercial, Craftsmanship, Gift, Home, Service, and other clubs on topics and projects of mutual interest

Reports from similar clubs in other schools; visits to and return visits from these clubs

Selection and posting of appropriate thrift quotations as — "Economy is half the battle of life", "It is not so hard to earn money as to spend it well", "A penny saved is a penny earned", "If you know how to spend less than you get, you have the philosopher's heart"; "Ere you consult fancy, consult your purse"; "Waste not, want not"; "Keep thy shop and thy shop will keep thee"; "Spend, but do not waste; save, but do not be a miser."

The development of original "receipts" such as the following: "Take one part of Initiative and three parts of Persistency. Sweeten with a regular portion of income. Salt away in a savings account. Let it stand and when needed you will find the interest has increased the size of your dough."

Saving time: budgeting one's time in the same way that one budgets his money; time for working, eating, sleeping, recreation, etc Reports on and discussions of these topics.

Saving health · importance, principles, and methods of thriftiness with one's most sacred bank account; teeth, diet, recreation and exercise, mental hygiene, suitable and comfortable clothing, safety first, first-aid measures. (See Safety First and First Aid Clubs.)

Thrift in nature activities. conservation of bird and animal life, natural resources; intensive farming, gardening, care of pets and animals, and similar activities (See Agriculture, Pet, Nature Study, and Conservation Clubs.)

Study of thrifty peoples and nations: their ideals, materials, and methods of being thrifty; results

Debates on such topics as,

Resolved: That Girls Are More Thrifty than Boys.

Resolved: That the Farmer Should Be Allowed to Own No More Land Than He Can Intensively Cultivate.

Thrifty citizens and the nation: thrift and the payment of taxes and debts, obedience to laws, prevention of crime, the cost of crime to a community, state, or nation. (See Citizenship and Excursion Clubs.)

Thrift on the farm: care of farm machinery and equipment; spraying trees; cutting weeds; selecting seeds; convenient arrangement of buildings and equipment; draining swamps; utilizing fence corners and arid regions, prevention of an erosion; soil fertilization and crop rotation; time and labor saving devices and appliances

Thrift in the school: care of pencils, pads, pens, charts, paper, chalk, books, desks, chairs, pictures, paintings, and other supplies and material used in school work

Thrift in the home: care of tools and implements, woodwork, furniture, stoves and heating equipment; saving gas, water, and electricity; care of carpets, rugs, and clothes; repairing, repainting, and revarnishing. (See Handy and Home Economics Clubs)

Thriftiness with food: selecting, buying, weighing food; methods of cooking; saving and cooking left-overs; using reasonable amounts; prevention from freezing or spoiling; sanitary precautions. (See Cooking Clubs.)

Thriftiness with clothes: reasonableness and appropriateness of attire; care and principles of selection; care, cleaning, removing spots and stains; repairing and pressing; hanging; laundering; redyeing; proper methods of care and protection of seasonal clothes out of season; remaking hats and clothes. (See Millinery and similar clubs.)

Thrift with playground equipment: care and repair of slides, swings, see-

saws, tennis nets, tennis balls, baseballs, hats, footballs, etc. (See Recreation Clubs.)

Thrift in nature. nothing is lost ; sun pumps water into the sky and the wind brings it back in the shape of rain, mist, fog, snow, sleet, hail ; conservation of our natural resources. (See Nature and Conservation Clubs )

#### REFERENCES

- ATWOOD, A. W. *How to Get Ahead* Bobbs-Merrill Company.
- CHAMBERLAIN, A. H., and J. F. *Thrift and Conservation — How to Teach It*. J. B. Lippincott Company
- DONHAM, S. A. *Spending the Family Income* Little, Brown and Company.
- JACKSON, B. B., and OTHERS. *Thrift and Success* The Century Company.
- KINNE, H., and COOLEY, A. M. *Shelter and Clothing* The Macmillan Company.
- *Foods and Household Management*. The Macmillan Company.
- KIRKPATRICK, E. A. *Uses of Money*. Bobbs-Merrill Company.
- LARRISON, E. R. *Training in Thrift*. Abingdon Press
- PATTERSON, M. S., and PATTERSON, H. *How to Teach Thrift*. Harlow Publishing Company.
- PRITCHARD, M. I., and TURKINGTON, G. A. *Stories of Thrift for Young Americans*. Charles Scribner's Sons
- SHEAFFER, W. A. *Household Accounting and Economics*. The Macmillan Company.
- Thrift in Household Accounting*. American Economics Association, Baltimore.
- UPTON, C. B. *Teaching Thrift Through the School Savings Bank* Bureau of Publications, Teachers College, New York

The Savings Bank Division of the American Bankers Association publishes a book called *School Savings Banking*, reports, and other material of interest and value. Material may be also obtained from the National Thrift Committee, 347 Madison Avenue, New York City ; Educational Thrift, Inc., Woolworth Bldg., New York City ; Standard Savings Service, Pittsburgh, Pennsylvania, and other school banking organizations ; United States Departments of Agriculture and Treasury, and Bureau of Education, Washington, D. C. Many states now issue valuable pamphlets and material on thrift which may be obtained from the state department of public instruction.

## CHAPTER XII

### INDUSTRIAL ARTS CLUBS

This chapter includes those subjects usually listed in the high school as "manual training" or "shop" work. The main purposes of these clubs are to acquaint the member with the ideals, materials, methods, and procedures of the various fields represented, and to offer him opportunity to develop proper technique and skill, self-expression and creativeness in his chosen field; to set up and maintain high ideals and standards of efficiency in the activity; to show the importance and relation of the activity to life about us; and to suggest some of the related vocational opportunities.

#### PAINTING

##### BUCKET AND BRUSH, WHITE LEAD, BRIGHTEN UP

##### ACTIVITIES AND PROGRAM MATERIAL

The purposes and values of painting: protection, sanitation, beautification

Tools and equipment of the painter: brushes for general and special uses, painting and varnishing; wire and steel brushes; scraping knives and scraper; putty knife, duster, buckets; ladders, scaffolding, and painting platform; tackle and seat for pole and stack painting

The ingredients of paint: lead, linseed oil, coloring materials, and drier

The source and preparation of white lead for painting purposes

Linseed oil: source, preparation, boiling and bleaching, methods for special purposes

Turpentine and its place in paints: collection of the sap, distillation, by-products, and uses

Paint driers. kinds, purposes, uses, methods of preparation and use

Methods of repairing flaws, cracks, dents, cuts, and knotholes with putty, filler, and wood cement

Mixing the ingredients of paint, varying according to the use for which it is prepared

The various coats of paint priming, second, third, their functions and how they differ

The difference in material and methods between exterior and interior painting

Methods of removing old paint by paint remover, scraping, and burning

Advantages and disadvantages of painting over old paint

The painting of bricks, stones, metal, wood fabrics, and plaster

Methods and materials of painting to give more than one color effect

Formulas and mixing methods for color work

Study of color designing on a house or building

Mottling and stippling methods

Working in, or breaking in, a new brush

Cleaning and care of the painter's tools, brushes, and equipment

Principles, construction, and operation of ladders, platforms, scaffolds, block and tackle, painting chairs or seats, and other equipment

Painting and refinishing of furniture

Study of the history of paints and painting

Paints and painting in other countries

The painting of small models, buildings, barns, school property and equipment

Study of paint advertisements, bulletins, booklets, and catalogues

Whitewashing and calcimining: purposes, uses, materials, and methods

Staining and varnishing: materials and methods

Sign painting: kinds, importance, materials, equipment, methods

Visits to paint shops, factories, mills, houses, construction work of various kinds to see methods of preparing materials, and the actual painting process

Assembly program with suitable illustrations, demonstrations, and dramatizations

Practice in lettering and stenciling

Vocational possibilities in painting, and educational opportunities for learning the trade in schools and as apprentices

## REFERENCES

### BOOKS

BROWN, W. N. *House Decoration and Painting* D. Van Nostrand Company.

- ETLING, J. E. *Master Painters' Recipes*. Marvin and Gepfert.
- GARDNER, H. A. *The Painter's Encyclopedia* Richardson Publishing Company
- HASLUCK, P. N. *Practical Painters' Work*. Funk and Wagnalls
- HURST, G. H. *Painter's Colors, Oils, and Varnishes*. J B Lippincott Company.
- JENNINGS, A. S. *Commercial Paint and Painting*. D Van Nostrand Company
- Modern Painter's Cyclopedia* L J Drake Company
- Modern Painting, Hardwood Finishing and Sign Writing* Sears and Company
- VANDERWALKER, F. N. *Estimates, Costs, and Profits, Exterior Painting and Interior Decoration*. Frederick T Drake Company.
- Your Home and Its Decorations* Sherwin-Williams Company, Cleveland, Ohio

#### MAGAZINES

- Painter's Magazine*, The Painter's Magazine Company, 12 Gold Street, New York.
- Painter's Manual*, Excelsior Publishing Company.

The Carter Paint Calculator and other material may be obtained from the Carter White Lead Company, Chicago, Ill.

### PLUMBING

#### ACTIVITIES AND PROGRAM MATERIAL

Tools and equipment of the plumber: pipe cutters, pipe dies, pipe wrenches, shave hook, lead saw, ball-peen hammers, soldering irons and equipment, dresser, bending and turn pins, rasp, tap borer, wiping cloth, furnace, metal pot, and ladle

Joints: lead-seam or brazed, cup, overcast, wiped; uses, values, and advantages

Soldering: uses, materials, tools, and methods

Wiping solder: making, uses, cleaning, and burning

Use of plumber's soil and paste

Lead-pipe working: sizes, thicknesses, and weights

Brass pipe: uses, advantages, and methods of installation

Steel, wrought-iron and cast-iron pipes: uses, advantages, and methods of working

Threading, fitting, and coupling iron or steel pipe

Hot- and cold-water plumbing . piping, boilers, and heaters — coal, gas — common and automatic

Shower-bath equipment and installation

The drainage of buildings : traps, soil, and waste pipes

The plumbing of modern refrigeration

Installation of plumbing in a practice house or athletic field, or clubhouse, draining a field, and other practical projects

Repairing splits, cracks, leaks, and bursts in lead, steel, iron, and brass piping

Thawing out frozen pipes : the prevention of freezing

Repairing faucet leaks

Meters, types, construction, installation, and reading

Plumbing accessories and materials, tubs, basins, sinks, tanks, faucets, lavatories, etc.

Making and reading of blue prints

Making of plumbing "freaks" with pipes and fittings for advertising in store and shop windows

Plumbing regulations and restrictions

The history and development of plumbing

The plumbing of ancient buildings : water and sewage disposal in ancient Rome and Greece

Plumbing on ships, submarines, and other marine structures

Plumbing in other countries : use of bamboo poles, hollow logs, and other materials

Permanent installations in stone walls such as at the Cathedral of St. John the Divine, New York

Vocations in plumbing : the opportunities for education in these

#### REFERENCES

ALLEN, J. K. *Fifty Plumbing Charts*. Domestic Engineering Company.

*American Plumbing Practice*. McGraw-Hill Book Company.

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PUTNAM, J. P. *Plumbing and Household Sanitation*. Doubleday, Doran and Company.

STARBUCK, R. M. *Mechanical Drawing for Plumbers*. Norman W. Henley Company.



## WOODWORKING

## ACTIVITIES AND PROGRAM MATERIAL

Logging, sawmilling, and seasoning

Woods used, and their general uses: oak, pine, mahogany, ash, maple, holly, chestnut, beechwood, basswood, pear wood, butternut, walnut

Tools and equipment: vise, saws, planes, hammers, chisels, drills, knife, Sloyd knife, draw knife, planes, auger bits, brace, scraping tools, oil stoves, nail set, screw driver, clamps, pincers, nippers, miter box, dividers, calipers, screw and wire gauges, marking gauges, chisel, veiner knives, parting tools, square rule, mallet, gouges

Designing, drawing, and sketching

Mitering, halving, dowelling, wedging, gluing, dovetailing, mortising, keying, tenoning

Fastenings: nails, screws, tacks, corrugated fastener, bolts, angle iron, straight plate, panel iron, hinges, dowels

Methods of operations; joints, chamfers, bevels, framing, bending

Finishing: scraping, sanding, staining, filling, varnishing, and polishing

Wood-carving methods

Making and carving of such articles as chests, chairs, boxes, and magazine or newspaper racks, walking canes, brackets, tables, taborets, picture frames, wooden stands, book rests, ends, and stands, panels, smoking sets and stands, folding screens, animals, human figures, toys, letter openers, trays, clock cases, footstools, bookcases, bicycle racks, wood figures for geometry

Visits to churches, museums, exhibits, buildings, to study woodworking and wood carving

Study of biographies of great wood carvers; Randolph Caldecott, Lewis F. Day, Grinling Gibbons, Herbert Grimwood, Joseph Phillips, Beatrice Smith, Gertrude White, Sir Christopher Wren

Wood carving and religion

Sharpening, oiling, and care of tools and equipment

Vocations in wood working: cabinetmaking, teaching, carving, designing

Opportunities for education in woodworking

## REFERENCES

## BOOKS

- BAXTER, L. H. *Toy Craft*. Bruce Publishing Company.  
BURTON, M. G. *Shop Projects*. Ginn and Company.

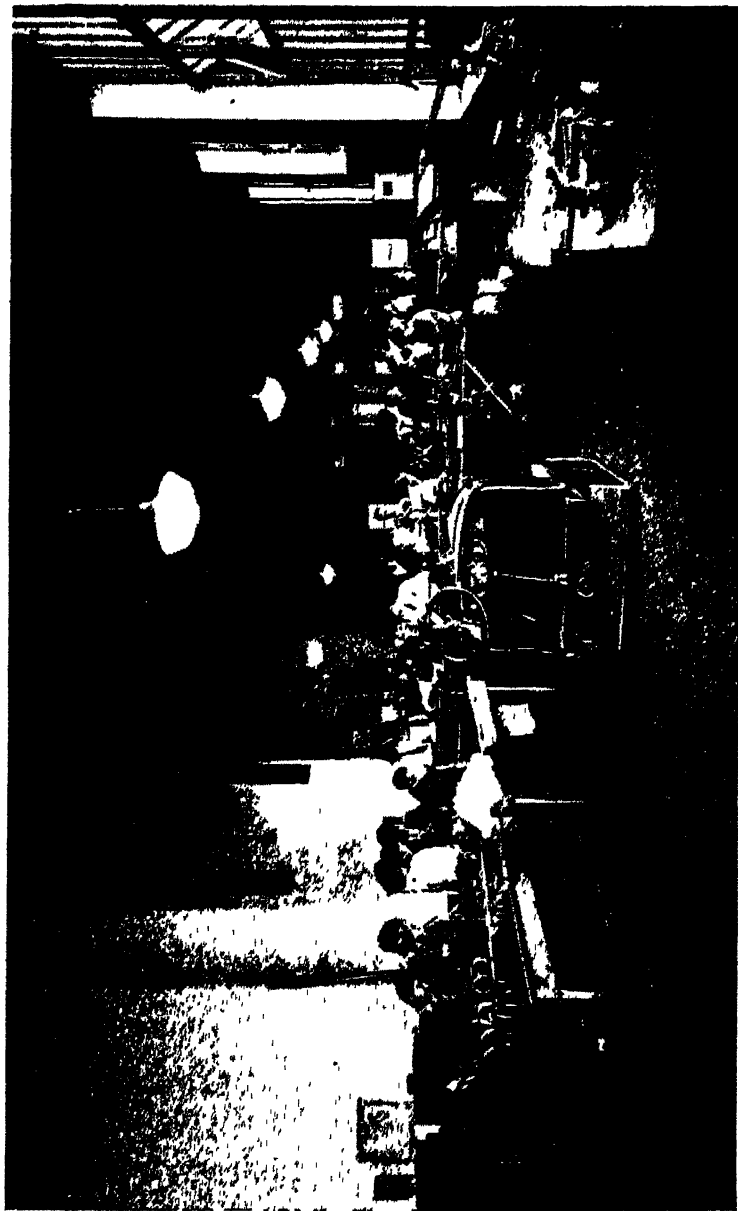


FIGURE 13. The shop equipment of the modern high school can be utilized to good advantage in club activities. Toys, models, utensils, equipment, appliances, and other articles are being made by this club at Uniontown, Pennsylvania.

- FOSTER, E. W. *Carpentry and Woodwork* Doubleday, Doran, and Company.
- GRIFFITH, I. S. *Woodwork for Beginners* Manual Arts Press
- HALL, A. N. *The Boy Craftsman* Lothrop, Lee, and Shepard
- *Carpentry and Mechanics for Boys*. Lothrop, Lee, and Shepard.
- *Handicraft for Handy Boys*. Lothrop, Lee, and Shepard.
- *Making Things with Tools*. Rand-McNally and Company.
- HASLUCK, P. I. *Woodcarving*. David McKay and Company.
- HOOPER, JOHN, and SHIRLEY, A. J. *Handicraft in Wood and Metal* Manual Arts Press.
- JOHNSON, G. F. *Toys and Toy Making*. Longmans, Green and Company
- MARTEY, U. S. *Manual Training Play Problems for Boys and Girls*. Manual Arts Press.
- MOORE, H. W. *Manual Training Toys*. Manual Arts Press.
- NOYES, W. *Design and Construction in Wood*. Manual Arts Press
- PETERSON, L. C. *Educational Toys*. Manual Arts Press.
- ROWE, E. *Practical Woodcarving*. Lane Publishing Company.
- SCHMIDT, W. K. *Problems of the Finishing Room*. Periodical Publishing Company, Grand Rapids, Mich.
- SOLAR, F. *Hand Craft Projects*. Bruce Publishing Company
- WHEELER, C. G. *Woodworking for Beginners* G. P. Putnam's Sons.
- WINDOES, R. F. *Cedar Chests*. Bruce Publishing Company
- Woodcarving*. J. B. Lippincott Company
- WORST, E. F. *Problems in Wood Work*. Bruce Publishing Company

#### MAGAZINES

- Industrial Arts Magazine*, Bruce Publishing Company, Milwaukee, Wis
- Industrial Education Magazine*, Manual Arts Press, Peoria, Ill.

#### MASONRY

##### TROWEL, BRICKBATS, BRICK AND MORTAR, BUILDERS

##### ACTIVITIES AND PROGRAM MATERIAL

Tools of the mason: trowel, plumb line, level, hammer, chisel

Materials used:

Bricks and stone: kinds, manufacture or quarrying, uses

Mill work or preparation of stone at the yard

Mortar materials, sand, river, pit, and sea; gravel, cement, lime, source and preparation; mortar formulae for various purposes

The history of cement: kinds, manufacture, and uses and care of  
 The use of cement in making posts, blocks, grouting, walks, railings, walls.  
 flower or grape arbor, furniture, burial vaults  
 The repair of walks, walls, foundations, etc.  
 Bricklaying patterns: kinds of masonry work  
 Veneering; brick and stone  
 Making of wall, foundation, walk, incinerator, curb, well  
 Masonry as a trade; and opportunities for education in it

## REFERENCES

- BARNARD, J. *Every Man His Own Mechanic*. F. A. Stokes Company.  
 BEARD, D. C. *Shelters, Shacks, and Shanties* Charles Scribner's Sons.  
 BRIGGS, H. L., and GARVER W. *Practical Bricklaying* McGraw-Hill Book Company  
 FITZPATRICK, F. W. *Fireproof Construction* American Technical Society.  
 GILBRETH, F. B. *Bricklaying System*. McGraw-Hill Book Company.  
 HODGSON, F. T. *Practical Bricklaying Self-Taught*. Drake Publishing Company.  
 LEIGHON, R. B. *Chemistry of Engineering Material*. McGraw-Hill Book Company.  
 Radford's *Brick Houses and How to Build Them*. Radford Architectural Company, 1901 Prairie Ave., Chicago, Ill.  
 SCRIMSHAW, S. *Bricklaying in Modern Practice*. The Macmillan Company.  
 SPALDING, F. P. *Masonry Structures*. John Wiley and Sons.  
 WEBB, W. L., and GIBSON, W. H. *Reinforced Concrete*. American Technical Society  
*How to Make and How to Mend*, by an Amateur Mechanic The Macmillan Company.  
 Bulletins and pamphlets from the Portland Cement Association, New York City.

## FORGE

ANVIL, FORGE, BLACKSMITHING, HORSESHOEING, BLOWER

## ACTIVITIES AND PROGRAM MATERIAL

The important place blacksmithing has in life  
 The history of blacksmithing. old methods, tools, and equipment

The tools and equipment of the blacksmith. forge, poker, fire hook, hammers, sprinkler, tongs, anvil, cold chisels, files, punches, dies, quenching tub or barrel, wrenches, drills, thread-cutting machines

Construction, operation, and use of the forge: types of fires, kinds of fuel, soft coal, coke, and charcoal

The anvil: its parts — drop, table, waist, heel, horn, Hardie hole, and the uses of these parts

The metals most frequently used by the blacksmith: wrought iron, high and low carbon steel

Heats the blacksmith uses: black, dull-red, cherry, blood-red, yellow, and white; uses of each

Methods of welding and lap welding

Upsetting, drawing, and scarfing the metal

Methods of hardening and tempering the metal

Flux and its uses

Quenching: purposes, methods, and materials

The making of hinges, hasps, latches, inkstands, blotter corners, tools, chains, hooks, book ends, plates, and similar articles

Blacksmithing and arms and armor making of the middle ages

The high place held by the blacksmith in the American colonies

The work of the colonial blacksmith

Famous American blacksmiths Samuel Folson, Abraham Baldwin, Richard Falley, Ezekial Hayes, John Fitch, and others

Blacksmithing in literature, poetry, and song

The blacksmith in art, pictures, and sculpture

Assembly program with demonstrations and dramatizations

Visits to blacksmith shops, museums, to see methods and products

Vocations in blacksmithing and methods of training for these

## REFERENCES

### Books

BACON, J. L. *Forging*. John Wiley and Sons.

CATHECART, W. H. *The Value of Science in the Smithy and Forge*. J. B. Lippincott Company

CROWE, C. P. *Forgecraft* R. G. Adams and Company.

GOOGERTY, T. F. *Hand Forging and Wrought Iron Ornamental Work*. Popular Mechanics Press.

HARCOURT, R. H. *Elementary Forge Practice*. Manual Arts Press.

- JONES, L. C. *Forging and Smithing*. The Century Company  
 LUNGWITZ, A. *Manual of Modern Blacksmithing*. Donohue Publishing Company.  
 MOORE, T. *Handbook of Practical Smithing and Forging*. Spon and Chamberlain.  
 SCHWARZKOPF, E. *Plain and Ornamental Forging*. John Wiley and Sons  
 TAYLOR, J. S. *Blacksmithing and Drop Forging* Tate, Jones and Company, Pittsburgh, Pa.

## MAGAZINES

- Horse Shoers and Blacksmiths Journal*, Chicago, Ill.  
*The Blacksmith and Wheelwright*, M. T. Richardson Publishing Company, 503 Fifth Avenue, New York.

## SHEET METAL

## COPPERSMITHS, METAL WORKERS, TINSMITHS

## ACTIVITIES AND TOPICS FOR DISCUSSION

The history and development of work with metal sheets

The place of sheet-metal work in the world about us

Reasons for the widespread use of sheet-metal products; durability, lightness, fireproof, ease of repair, inexpensiveness, etc.

Kinds of metals used, their manufacture, advantages and disadvantages; copper, galvanized iron, tin, and others

Tools and equipment of the sheet-metal worker shears — squaring, slitting, scroll, ring, circular; folding machines; forming machines; brace and wire bender; brakes; grooving machines, burring machines; seaming machines; hand tools — a variety of shears and snips, hammers, punches, rivet sets, nippers, pliers, scrapers, etc.

Layout and transfer operations. Cutting, folding edges, seaming, forming, grooving, beading, crimping, soldering, wiring, notching, burring

Brazing and welding: methods, materials, and uses

Drafting, sketching and blue-print reading

The relation of mathematics, science, and trade problems to sheet-metal working might be considered under some such headings as follows:

Mathematics: measurements and computations, geometric forms, graphic representation, weights and measures, business facts, charges, etc

Science: mechanical movements, mechanical properties of liquids and gases, friction and lubrication, heat and combustion, light, color and sound,

magnetism and electricity, chemistry of materials, shapes and strengths of materials

Trade problems · safety — danger points on machines and in operations; danger from loose clothing and carelessness, legal requirements; first aid; insurance and compensation, occupational diseases, etc.

Methods and practice of job analysis, short cuts, etc

Practical projects. A large variety of articles may be made by the members of this club. The following suggestions will indicate a few of these projects. More complete lists of suggestions as well as directions concerning material and operations will be found in any of the books listed in the references

Tin work: match box, doughnut cutter, measuring cup, straight bucket and bucket lid, bread pan, funnel, sink strainer, toys and novelties of various kinds

Galvanized iron projects. Dust pan, grocer's scoop, water bucket, roof flange, tee joint, round elbow, bread box, wash boiler, flour can, garbage and ash can and lid, window box, sprinkler can, and others

Pipe work: stove pipe, tee-pipe joint, canopy top on smoke stack, hanging gutter

Roof work: cornice, fire door, hanging gutter, tapering eaves pipe, etc.

Copper work: flower vase, floor lamp, picture frames, humidior, letter tray

Repair work: automobile fenders, radiator, body, and other pieces; patching leaking roofs, gutters, buckets, cans of various kinds; furnace — hood, collar, piping, floor register box, coal hod, etc.

Visits to new and old buildings where examples of the work may be seen and where sheet-metal workers may be watched. Visits may also be made to various types of sheet-metal shops for purposes of inspection and instruction.

Holding an exhibit of projects completed by club members

Vocational possibilities in the field of sheet-metal design and manufacture, and opportunities and methods of educating for these possibilities

## REFERENCES

### Books

BROEMEL, L. *Sheet Metal for Vocational Schools*. The Macmillan Company.

— *Sheet Metal Workers Manual*. Frederick J. Drake and Company.

- DAUGHERTY, J. S. *Sheet Metal Pattern Drafting* Frederick J. Drake and Company
- KITTREDGE, G. W., and OTHERS. *New Metal Worker*. Scientific Book Corporation.
- LONGFIELD, E. M. *Sheet Metal Drafting*. McGraw-Hill Book Company.
- NEWBECKER, W. *Kinks and Labor Saving Methods for Sheet Metal Workers*. Arrow Book Company.
- PAYNE, A. F. *Art Metal Work*. Manual Arts Press.
- THATCHER, E. *Simple Soldering*. Spon and Chamberlain
- *Making Tin Can Toys*. J B Lippincott Company.
- TREW, M. S., and BIRD, V. A. *Sheet Metal Work*. Manual Arts Press.
- WELCH, R. L. *Elements of Sheet Metal Work* Bruce Publishing Company.
- WILLIAMS, W. *Tin Can Toys and How to Make Them* Williams Publishing Company.

## MAGAZINES

- Sheet Metal Worker* New York City.
- Sheet Metal Workers Journal*. Washington, D. C.

## FOUNDRY

## PATTERNMAKERS, MOLDERS, METAL WORKERS, MOLTEN METAL

## ACTIVITIES AND PROGRAM MATERIAL

The place of foundry work in commerce, industry, transportation, building, engineering

The history of molding · ancient methods and equipment

Molding tools and equipment. shovel, riddle, rammers, bellows, vent wire, drawspike, rapping bar, straight edge, wood screw, trowel, slickers, sand, molasses, cores, graphite, molding machines, flasks

Foundry terms: alloys, bellows, bench, blast, casting, ore box, daubing, flask, hearth, loam, pattern, scabs, slag, tap-hole, vent, slip, spout, soldiers, set gate, cope, drag, tempering, hot and cold runs

Qualities required in molding sand · resistance to fusion and bond, fineness

Types of sand used in molding, and its preparation: core sand, fire sand, light, heavy, and medium molding sand, and parting sand; uses of each

Bench molding, floor molding, machine and pit molding

Classes of casting: materials and methods; gray iron, copper alloys, mild steel, and white metal



Study of pattern making: also of flasks and cores; materials and functions

Wood-pattern making: woods used — white pine, mahogany, whitewood, fir, cherry, black walnut, ebony, cypress, oak, etc.; tools — chisels, gouge, planes, auger bits, brace, gauges, planer, joiner, saw, lathes, etc.; methods — joints and joining, turning, glueing, etc.; core boxes and cores

Following an article through the various procedures used in producing it: creation of an idea by the designer, making the drawing, making the pattern, molding the pattern, pouring the casting, matching the casting to a finished article.

Methods of melting the metal

The cupola furnace: construction, material, operation, and uses

Types and uses of ladles: hand, bull, and crane or trolley

Removing the core

Removing the casting from the mold

Cooling the casting

Tumbling or cleaning the castings

Safety-first precautions in founding operations: asbestos suits, safety shoes, pads, asbestos gloves, leggings, aprons, and goggles

Methods of mining and smelting ore

Fuels used in foundry work

Visits to foundries where the various operations may be seen

Assembly program demonstrating and dramatizing the methods by which castings about the school were made

Identification and study of castings on school doors, seats, desks, radiators, registers; covers, plates, pulleys; machine tools; automobile castings, and other castings about the school or home

The making of small pieces, such as music racks, book ends, paper weights, and stab files, for friends or for the school

Vocations in this field and opportunities for preparation for them

## REFERENCES

### Books

ALEXANDER, M. W. *Safety in the Foundry*. National Foundries Association, Chicago.

BARROWS, F. W. *Practical Pattern Making*. Henley Publishing Company.

COLVIN, F. H., and STANLEY, F. A. *Pattern Making Kinks*. McGraw-Hill Book Company.

- GRAY, B. L. *Foundry Work* American Technical Society  
 HANLEY, E. C. *Wood Pattern Making*. Bruce Publishing Company.  
 MOLDENKE, R. G. G. *The Principles of Iron Foundry*. McGraw-Hill Book Company  
 PALMER, R. H. *Foundry Practice* John Wiley and Sons  
 PAYNE, D. W. *Founder's Manual*. D Van Nostrand Company.  
 SHARP, J. *Modern Foundry Practice*. Spon and Chamberlain  
 SPRING, L. W. *Nontechnical Chats on Iron and Steel* F. K Stokes Company.  
 TATE, J. M., and STONE, M. O. *Foundry Practice* John Wiley and Sons.  
 TURNER, F. W., and TOWN, D. G. *Pattern Making*. John Wiley and Sons.  
 WENDT, R. E. *Foundry Work* McGraw-Hill Book Company.  
 WEST, T. D. *Molders' Textbook*. John Wiley and Sons.

## MAGAZINES

- Forging, Stamping, Heat Treating*, 108 Smithfield St., Pittsburgh, Pa.  
*Foundry*, Pentor Building, Cleveland, Ohio.  
*Iron Age*, 239 W. 39th St., New York  
*Machinery*, 148 Lafayette St., New York

Other material and pamphlets may be had from the American Foundrymen's Association, Watchung, N. J ; from the Traveler's Insurance Co., Hartford, Conn, *Safe Foundry Practice*; and from the United States Labor Department, *Industrial Training for Foundry Workers*.

## MACHINERY

## ACTIVITIES AND PROGRAM MATERIAL

Construction of, uses, and operation of such pieces of power machinery as lathe, planer, milling machine, thread miller, die sinker, bench lathe, surface grinder, cylindrical grinder, drill press, shaper, band and circular saws

Principles, types, construction, use, and illustrations of levers, gears, pulleys, screw thread and nut, wedges, wheel and axle

Hand tools of the machinist and tool maker: outside, inside, and hermaphrodite calipers, center head, combination square, hardened try-square, chisels, center gauge, screw-pitch gauge, feelers, wire gauge, micrometer—inside, outside, and depth, vernier—inside, outside, and depth, surface gauge, parallels, tool-maker's buttons, oil stones

Practice in various operations: centering, drilling, counter sinking, facing, straight turning, shouldering, threading, shaping, reaming, tempering

Visits to shops and factories to see operation of different types of machinery

The history of power machinery. hand power, foot power, animal, water, wind, steam, electricity

Vocations in machinery manufacture such as machinist, tool-maker, manufacturer, maintenance, general machine repair, teacher, designer, draftsman, mechanical engineer

Opportunities for education in the mechanical field

Many interesting studies may be made in the field of metal manufacturing. The older type machine shop has passed and new methods of specialization have brought interesting phases of special operations into prominent use.

The average library is not sufficiently equipped for a complete study of the field, but many localities offer specialized material because of the type of industries located in these centers

Such operations as machine welding, drop forging; die casting of low-melting-point alloy, and of phenolic condensations such as Bakelite; punch-press operations and the construction of punch and die sets; and jig and fixtures design and construction, have developed into distinct industries and offer very interesting material for special studies in the field of machinery.

## REFERENCES

### BOOKS

- ADAMS, J. H. *Harpers' Machinery Book for Boys* Harper and Brothers.  
*American Machinist* McGraw-Hill Book Company
- BAKER, T. *Mechanism and Machine Tools*. D. Van Nostrand and Company.
- CAMPIN, F. *Details of Machinery*. D. Van Nostrand and Company.
- COLLINS, H. E. *Erecting Work*. McGraw-Hill Book Company
- FRENCH, L. G. *First Principles of Theoretical Mechanics*. Industrial Press.  
*Grinding* Norton Company, Worcester, Mass
- HALSEY, F. A. *Methods of Machine Shop Work* McGraw-Hill Book Company.
- KAUP, W. J. *Machine Shop Practice* John Wiley and Sons.
- LUKIN, J. *Amongst Machines*. G. P. Putnam's Sons
- PRATT, J. A. *Elementary Machine Shop Practice* D. Van Nostrand and Company.

- RANKINE, W. J. M. *Machinery and Millwork*. D. Van Nostrand and Company
- SMITH, R. H. *Elements of Machine Work*. Industrial Education Book Company.
- *Elementary Machine Shop Practice*. National Metal Trades Association.
- TURNER, F. W., and OTHERS. *Machine Shop Work*. American Technical Society.

## MAGAZINE

*Machinery*, 148 Lafayette St., New York.

## PRINTING

GUTENBERG GUILD, PRINTERS' GUILD, BEN FRANKLIN, PRINTER'S DEVILS, GALLEY SLAVES, TYPESETTERS, INK AND ROLLER, PRESS, CAXTON, ZYLOGRAPHERS

## ACTIVITIES AND PROGRAM MATERIAL

The terminology of printing. upper and lower case, point set, lay-out, body, embellish, composing, job stick, normal, condensed, upright, expanded, face, offset, proof, galley proof, stereotyping, linotyping, monotyping, engraving, lock up, half tone, quads, em, font, pica, imposing stone, quoin, platen, type metal, slug, folio, signature

The fundamental principles in the printing trade: reading copy, marking for type, computing, composing, proof taking and reading, correcting, printing, cutting

Kinds of type and their uses

Desirabilities in papers. durability, elasticity, bulk, strength, etc

Kinds of papers. bond, coated, machine-finished, news-print, and their uses

Proof taking and proof reading: use of proof reader's marks

Equipment and methods of paper cutting

Printer's inks. sources, kinds, colors, and uses

Printing computation

Presses: kinds and uses; operation and maintenance

Setting up and running off rulings

Illustrations in printing. engraving and the making of cuts

The American point system

Composing, setting, and running off business and personal cards, letter

heads, posters, advertisements, menus, tickets, business forms, school blanks and forms, page work, handbills, shipping tags and labels

Good design in title pages

Art in printing. harmonizing types and make-up

Methods of printing in color

Commercial press work electrotyping, half-tone work, linotyping, photo-engraving, newspaper work, book, catalogue, and bulletin printing

The source and manufacture of type and paper

Bookbinding cutting, folding, assembling, stitching and trimming, and repairing

Methods of printing the miniature book to be read with a magnifying glass

The history of printing and the work of such famous printers as Jenson, Manutius, Plantine, DeVinne, Coster, Gutenberg, Caxton, Franklin, Morris, and Bodoni

Visits to newspaper and other printing plants to see commercial operations

Visits to museums or exhibits to see old printing, presses, material, and equipment

Assembly program showing the work of the club dramatizations, demonstrations, etc

Vocations in printing: in newspaper and magazine work; in commercial printing establishments, in private enterprises

The preparation for work in this field

## REFERENCES

### Books

- DEVINNE, T. L. *The Invention of Printing* American Printers Company.  
 — *Plain Printing Types* American Printers Company  
 — *Correct Composition* American Printers Company.  
 — *Treatise on Title Pages.* American Printers Company.  
 — *Modern Book Composition.* American Printers Company.  
 GRESS, E. G. *The American Handbook of Printing.* American Printers Company.  
 HAGUE, C. W. *Textbook of Printing Occupations.* Bruce Publishing Company  
 MCCLELLEN, G. E. *Practical Typography.* Manual Arts Press  
 ORCUTT, W. D. *In Quest of the Perfect Book.* Little, Brown and Company.  
 — *The Kingdom of Books.* Little, Brown and Company.

- POLK, R. W. *Practice of Printing*. Manual Arts Press  
SHERBOW, B. *Making Type Work*. The Century Company.  
SPARLING, G. H. *The Kelmscott Press and William Morris, Master-Craftsman*. The Macmillan Company.

The specimen type book of any large printing firm of good repute is an interesting addition to a library on printing.

#### MAGAZINES

- Printed Salesmanship*, University Press.  
*Printer's Ink Monthly*, 185 Madison Ave., New York.  
*Printing Craftsman*, Fielding Publishing Company, Boston  
*The American Pressman*, International Printing and Pressman's Union of North America, Chicago, Ill  
*The American Printer*, Oswald Publishing Company, New York, N Y.  
*The Inland Printer*, Chicago, Illinois.  
*The Printing Art*, Cambridge, Massachusetts  
*The Printing Art Suggestion Book*, Cambridge, Massachusetts.

#### ELECTRICITY

#### LIGHTNING, UNSEEN, FLASHERS, BEN FRANKLIN, WIZARDS

##### ACTIVITIES AND PROGRAM MATERIAL

Origin of the term electricity from the Greek word "electron" meaning amber

Early electrical experimentation and discovery. Franklin and his kite, Leyden and his jar, Volta and the voltaic battery, Ampere and electrodynamics, Henry and the electromagnet

Electrical terminology: amperage, conductor, voltage, ohm, direct and alternating current, circuit, short circuit, fuse, insulation, watt, kilowatt, meter, resistance

Direct and alternating current: distinction, uses of each, methods of generating and methods of determining which is used

Making of small electrical toys and equipment: electromagnet, motor, engine, fan, induction coil

Dry cells: uses, materials, and construction

Storage batteries uses, material, construction, care of, recharging

Connection in series and in parallel

- Study of simple home electrical apparatus · electric bell, sewing machine motor, lights, switches, sweeper mechanism, telephone, toaster, heater, fan
- Tapping, splicing, soldering, and taping insulated wires
- Methods of changing gas fixtures to electric
- Study of electric bulbs types, kinds, sizes, purposes, uses, those preferable
- First aid in electric shock freeing from wire, methods of resuscitation
- Experiments with pith balls, glass, shellac, ebonite, and sealing wax
- Electricity and the automobile: lighting, starting, generating, ignition, horn
- Electric lighting in the house or barn · wiring, lamps, safety precautions
- Electricity and fire regulations
- The electric meter: construction, operation, reading
- The generating of electricity: steam and hydro-electric plants, principles, and operation
- Famous electric plants. Keokuk, Iowa, Niagara Falls, Muscle Shoals
- Methods of conveying the current and "stepping it up" by use of transformer
- Protection of machinery and equipment by fuses: kinds, sizes, and operation
- Experiments with static electricity
- Principles and methods of street lighting
- Lightning, artificial and natural. protection
- The installation of electrical machinery
- Wireless telegraphy, telephony, and radio (See Radio Club)
- The problem of wireless power transmission
- Use of electricity in time of war: submarines, firing big guns, controlling apparatus
- Search lights: kinds, purposes, construction, and operation
- Electric cars and locomotives
- Electric automobiles and submarines
- Construction and operation of elevators and lifts
- Electricity in animals: fur of cats, electric eels, fishes
- Assembly programs of demonstrations, stunts, and exhibitions
- Construction and operation of police and fire alarms
- Great students of electricity: Edison, Westinghouse, Franklin, Ohm, Henry, Ampere, Volta
- Responsibility for the care and maintenance of the electrical apparatus of the school: clock, alarm, bells, buzzers, annunciators

Visits to factories, plants, and stores

Vocations in electricity. repair work, factory help, armature winding, inventing, electrical engineering, maintenance work, telephone, telegraph, teaching, salesmanship, designing, electrochemical work, radio, lighting, automobile ignition and lighting, inspecting, private enterprises, such as electric shop

Opportunities for education in electrical pursuits in state and private universities, technical schools, and colleges of engineering; and in business concerns such as Western Electric Company, Curtis Lighting, Inc., National Electric Light Association, General Electric Company, Commonwealth Edison Company, Westinghouse Electric and Manufacturing Company, and others

#### REFERENCES

- ATKINSON, P. *Electricity for Everybody*. The Century Company.
- BURLING, B. B., and KARWICK, A. M. *Elementary Electric Wiring*. Bruce Publishing Company.
- COLLINS, F. A. *The Wireless Man*. The Century Company.
- GIBSON, C. R. *Electrical Equipment and Amusements*. J. B. Lippincott Company.
- *Electricity Today*. J. B. Lippincott Company.
- *Our Good Slave, Electricity*. J. B. Lippincott Company.
- *Romance of Modern Electricity*. J. B. Lippincott Company.
- HOUSTON, E. J. *The Boy Electrician*. J. B. Lippincott Company.
- JACKSON, D. C., JACKSON, J. P., and BLACK, N. H. *Elementary Electricity and Magnetism* (Rev.). The Macmillan Company.
- LUNT, J. R. *Everyday Electricity*. The Macmillan Company.
- MEADOWCROFT, W. H. *The A. B. C. of Electricity*. Handy Book Corporation.
- *The Boy's Life of Edison*. Harper and Brothers
- SHAFFER, D. C. *Harper's Beginning Electricity*. Harper and Brothers.
- SLOANE, T. O. *How to Become a Successful Electrician*. Norman W. Henley Company.
- TIMBIE, W. H. *Industrial Electricity*. John Wiley and Sons
- WILLOUGHBY, G. A. *Practical Electricity for Beginners*. Manual Arts Press.
- Handbook for Use of Electricians*, Document 174, War Department, Washington, D. C.



## INVENTORS

## INVENTION, DISCOVERERS, JUNIOR INVENTORS, ORIGINAL

## ACTIVITIES AND PROGRAM MATERIAL

In this club each member, in addition to participating in the general programs, specializes in some particular field and his contribution to the programs of the club will be along the line of his specialization. In this way each member gives his time and attention to the thing which interests him most, and continues his study of it. The following list will suggest a few great inventors or discoverers and their chief field of invention or discovery. This list might be extended indefinitely. Only a short list is presented here because compiling a complete list before choosing of particular fields or interests would make a good project for the entire club.

McCormick and his reaping and harvesting machinery  
Morse and the telegraph  
Field and the transatlantic cable  
Franklin and his lightning rod, stoves, and other inventions  
Gutenberg and the printing press  
Edison and the phonograph  
Bell and the telephone  
Galileo and the telescope  
Janssen and the microscope  
Whitney and the cotton gin  
The Wright Brothers and the airplane  
Marconi and the wireless  
Goodyear and rubber processes

In the program built around these inventors the member might not only present the history of early attempts, pictures, and illustrations of the process, and a short biography of the author, but might also demonstrate simple mechanisms similar to the first. For instance, a simple telegraph instrument, telephone, or a cotton gin could easily be made.

The use of *Science and Invention*, *Popular Mechanics*, *Scientific American*, and similar magazines for study purposes

Inventions and pre-inventions

Inventions of the past year

Patenting: methods, rights, and procedures

Educational films showing work of great industrial mechanisms

Visits to industrial and commercial plants to see, inspect, and study machinery and processes dependent upon particular inventions and discoveries

Inventions and suggestions for improvement of machines, processes, or equipment by members of the club themselves

The relation of great inventions and discoveries to the individual members of the club

A very interesting program may be built around the topic "The Twenty-First Century" This is an imaginary description of living conditions of the next century; homes, transportation, clothing, customs, money, animals, machinery, cities, pets, foods, amusements and recreations, literature, music, their history of us, etc

Cooperation with the Handy Club, Industrial Arts, Physics, Civics, and other clubs in the study of particular problems of machinery and mechanism, home-made locks, latches, signals, alarms, gate openers, traps, and other interesting devices for the home

Visits to great concerns to see the engineering and research departments in action and to study their function and organization

Assembly program consisting of talks, exhibitions, demonstrations, and dramatizations of epoch-making inventions and discoveries

Conducting of a "Question Box" for assisting pupils of the school with problems concerning machinery, mechanisms, and other activities relating to the club

Vocations, inventive work, and opportunities for training and education in the various activities represented in this field

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## AUTOMOBILE

## ACTIVITIES AND PROGRAM MATERIAL

A study of the invention and development of the "horseless carriage"

Study of the main parts of the automobile · function, construction, operation, and repair

The motor: principles of the internal-combustion motor; types — two- and four-cycle; parts — crank case, cylinders, connecting rods, pistons, piston rings, crankshaft, bearings, wrist pins, valves, valve stems and guides, cylinder head, gaskets, camshaft, timing gears, firing mechanism

Frame or chassis: members, springs, types and advantages, axles, spindles

Body. fenders, running boards, buffer strips, doors, fasteners, glass, etc

Transmission of power · principles, clutches, dry plate, and multiple disk, differential, pinion and ring gear, adjustments, drive shaft, universal joints

Types of rear-end drive · full, three-quarters, semi-floating

Ignition systems · battery, magneto, generator, starter, lighting, horn, coil, timing gears, plugs, firing orders

Lubrication . oils and greases, animal and mineral ; pump, leads or ducts, pressure gauge , cups and connections ; pressure guns and their operation

Cooling systems · thermo-syphon, pump ; radiator, fan, jackets, hose, pump, thermometer, thermostat, antifreeze mixtures

Control system . steering wheel, worm wheel and gear, cam and lever, tie rods, knuckles, connections , control of gas, ignition, lights, and horn, use of choke , brakes — two-wheel, four-wheel, and transmission, hydraulic, air, and mechanical

Wheels and tires · removing, aligning, replacing, repairing, caring for

Carburetion : principles and parts, idling and running speeds, choking

Manifold principles, particularly in straight eights with one carburetor

Motor fuels : “motor gas,” “high test,” “ethyl,” and “doped gas”

Starting in cold weather

Care of the car during the winter . storing the car

Housing the car : types of garages, heated and unheated

Heating the car for winter driving, types of stoves

Care of equipment and accessories of the car

The tools of the car

Extinguishing a fire about the car

Driving in mud, snow, and on ice : use of chains

The licensing of automobiles by states and cities

Automobile accidents and their prevention

Danger and prevention of carbon monoxide poisoning

State laws regarding the reporting of all accidents

Traffic signals of pupil's state, rules for parking, backing-up, etc.

Hand signals for the driver behind you

Methods of preventing theft of car or accessories · locking the car

Automobile insurance . kinds, values, and cost

Washing and polishing the car

Repainting, polishing, or renovating the car

Visits to automobile plants, showrooms, and garages

Visits to automobile shows and exhibits

Legal provisions concerning lights, speed, parking, passing, brakes

Signal apparatus : horns, whistles, lights, sirens, bells

Selecting a used car

Study of foreign cars

Automobiles in war

Trucks, tractors, and tanks

Vocational opportunities in the automobile world, selling, engineering,

testing, driving, service-station employment, garage work, battery and ignition work, starting and lighting service, tire repair, general shop repair, work in accessories and supply stores, passenger car, bus, taxi, tractor, and truck driving, factory work as machinists, painters, cabinet makers, molders, insurance selling, inspecting, and adjusting

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## HANDY

## HANDICRAFT, REPAIR, DO IT YOURSELF, TROUBLE SHOOTERS, MAINTENANCE, HOME HELPERS

## ACTIVITIES AND PROGRAM MATERIAL

Tools, implements, and equipment for the household tool chest : hammers, hatchets, saws of various kinds, files, wood and cold chisels, rule, screw drivers, planes, wrenches, paint scrapers and brushes, brace and bits, pliers, wire cutters, punches, soldering irons and equipment, tin snips, glass cutters, oil stone, clamps, mitre box, sandpaper, steel wool, paint remover

Materials for the handy or repair box : paints, varnishes, stains, screws, bolts, nuts, washers, nails, and tacks of various sizes, wire, glue, solder, tin, polish, cord, fuses, rubber washers, bulbs, and gas mantles

Repairing and renovating furniture : breaks, looseness, short or uneven legs, scratches, splintering ; screwing, gluing, wiring, nailing, replacing pieces and parts, sewing and patching rips and tears ; removing stains and soiled spots ; removing varnishes and paints ; restaining, painting, varnishing, and enameling

Soldering : hot and cold, irons, equipment, and materials, flux, solder, heater

Patching and repairing rubber goods

Painting : material and equipment ; woodwork, floors, ceilings, stairways, baseboards, mantels, fireplaces, and plastered walls

Replacing or repairing of loose or creaking floor boards

Making the frames, repairing, removing, replacing, and painting screens of doors and windows

Repairing window and door fastenings, locks, knobs, handles, hinges, sash frames and weights

Replacing broken window panes

Repairing sagging doors and gates or ill-fitting doors and windows

Preventing doors and windows from rattling

Whitewashing and calcimining

Patching a hole in plastered wall

Tightening sideboard, dresser, and drawer handles, casters on chairs and beds, preventing drawers from sticking and rattling, treating creaking hinges

Replacing faucet washers, electric fuses, electric-light bulbs, gas mantles, radio tubes

Patching asbestos covering on pipes

Maintenance of gas, electric, and water fittings and equipment  
Repairing and hanging of blinds, rollers, curtains, portieres, rods, and fixtures

Cleaning and adjusting gas burners

Cleaning and repairing locks on doors, drawers, trunks, chests

Fitting keys to locks

Methods, materials, and practice of mending upholstery, carpets, and rugs

Locating studding in walls and placing hooks or screws

Polishing metal fixtures, brass, silver, and other finishes

Leather polishes and methods of polishing

Repainting of radiators, piping, brackets, braces, valves and valve handles, hinges, ornamental metal work, casters, and other metal fittings

Cleaning clocks, stoves, sweeper, sewing machine, mechanical toys, and other pieces of mechanism

Coöperation with the Electricity, Paint, Home Economics, Textile, and other clubs on topics of mutual interest and value

Methods and material for cleaning wall paper and walls . scraping paper

Thawing out frozen pipes and methods of preventing freezing

Cleaning out stopped sink, basin, drains, traps, tubs, and pipes

Methods of increasing the efficiency of the gas and coal furnaces and heaters by cleaning, repiping, rewrapping, etc.

Repairing china, vases, lamp shades, glassware, and other bric-a-brac

Sharpening, oiling, care, repairing, and maintenance of tools and equipment

This club may be responsible for the repair and maintenance of much of the equipment of the school. For instance, the Homes Repair Club of the Holmes Junior High School, Philadelphia, accomplished the following work \*

Bookracks in auditorium repaired

Seats in classrooms and stools in drawing room mended

Stands in drawing room screwed to floor

Hand rails on stairways refastened

Glass in classroom and doors glazed

Casement-window guards straightened and replaced

Tables reglued and drawer runners inserted

Benches in lunchroom repaired

Locks on lockers repaired and replaced

\* *Junior High School Life*, Thomas-Tyndal and Myers, pp 256-257.

Tables in sewing room resurfaced and finished  
Spigots in chemical laboratory repaired  
Drawing-boards resurfaced  
Sash chains and cords in windows renewed  
Umbrella stands and hook rails in cloakrooms repaired  
Window shades replaced on rollers and adjusted

Visits to cabinet and furniture factories, manufactories of other equipment, construction and house-building operations, plumbing and electric installations, painting and varnishing operations, papering, plastering, window and door fitting to see materials, methods, and actual processes

Assembly programs with demonstrations of activities — simple repairs commonly required about any home. Much of this can be dramatized as well as demonstrated. This will add to its interest. For instance, the playlet might be named, "The Home of Mr. Everything Wrong," and the various repairs and adjustments made and demonstrated in the course of the play.

**Problem Box.** Into this box are placed the problems of the pupils of the school concerning repairs and adjustments about the home or school. The members of the club can contribute a great many of these problems. Each problem is analyzed, discussed, and studied, methods or material suggested for solution. Each member of the club is charged with the legal and ethical responsibility for efficient maintenance of his home. He reports each week on his work, suggests methods and procedures, asks for help if he needs it. The record and work of the club is built into a neatly typed and bound book. This book becomes the property of the club or the school library. Notes on club membership, officers, and other activities besides those mentioned should be reviewed, reported, and summarized.

Inventional, constructional, and original activities: bookracks, fire extinguisher, shoeblacking box and stand, clothes tree, plant boxes, dish racks and rails, whisk-broom holder, ironing board, window seat, window ventilators, tool chest, work bench, folding bathtub, coal or wood box, clock shelf, electric door alarm, refrigerator alarm to indicate a full icepan, treasure chest, writing table and chair, and footstool

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## CHAPTER XIII

### RURAL PROJECT CLUBS

A comparatively recent development in the science of educational method is the so-called "project-method." This "method" had its origin in the field of agriculture. Home projects were early emphasized and developed because the schools lacked suitable facilities which the home could and did provide. Farm bureaus, agents and supervisors, the United States Department of Agriculture, schools of agriculture, and farm publications have combined to give these activities a high position in the field of school clubs.

A great number of rural or agricultural project clubs is possible, and each of these will have its particular interest and aim. Perhaps most of these aims will be largely vocational. The more general aims and objectives of these clubs are to develop in the member a proper appreciation of the importance of agricultural pursuits in the life of the world; to acquaint him with approved materials, methods, and processes in the various types of farming projects, dairying, bee keeping, small-grain raising, canning, gardening, etc.; to give the member an opportunity to raise, display, and market his product; to offer opportunity for healthy competition among members or clubs; to afford opportunities for research and experimentation; to assist him in meeting the various problems of the farm; to acquaint him with the methods by which his products are handled, shipped, marketed, or manufactured; to show him some of the opportunities for fun and recreation on the farm; to instill ideals of further education which will mean continuous improvement; and to show some of the vocational opportunities in agriculture.

## AGRICULTURE

FREEMEN, FARMERS, FARMING, AGRONOMY, CORN, GRAIN, MODERN AGRICOLAE, SOIL, OUT IN THE OPEN, MEADOWLAND, RAISING, COUNTRY, RURALITIES, OWN BOSSES, SEED AND SUNSHINE, SCIENTIFIC FARMERS, FARMERS AND FARMER-ETTES, COUNTRY GENTLEMEN

## ACTIVITIES AND PROGRAM MATERIAL

The place of agriculture in the world about us

Types of agricultural pursuits    general farming, dairying, poultry raising, fruit raising, vegetable gardening, specialized crop raising, such as small grain, cotton, tobacco, and rice

Study of types of soil. clay, sandy, loam, etc. ; fertility and methods of fertilizing ; most suitable crops

Methods of plant propagation : seeds, roots, cuttings, tubers, buds, grafts, and layering

Plans for crop rotations : crops and crop schedules

Selecting seeds · making a seed tester ; testing seed germination and seed purity

Farm tools and equipment : plows, disks, harrows, wagons, rakes, mowers, mills, shellers, etc.

Methods of plowing, harrowing, disking, cultivating, draining, and harvesting

Common crop and farm diseases and treatment    rusts, smuts, firing, blight

General crop pests and insects    weevils, beetles, ants, stink bugs, caterpillars, grasshoppers, spiders, cutworms, wireworms, slugs, snails, cabbage worms, plant lice, squash bugs

Insecticides . stomach poisons — lead arsenate and lime arsenate ; contact poisons — soap suds, kerosene emulsion, lime and flowers of sulphur

Spraying : equipment, formulas, methods, and times for spraying

Weeds and methods of destroying · burdock, wild mustard, wild parsnip, dandelion, pigweed, sorrel, plantain, quack grass, ragweed, buckhorn, and thistle

Farm animals : horses, mules, cattle, dogs, rabbits, pigs, cats, pigeons, sheep, and poultry

Domesticating, training, and breaking farm animals

Methods of handling and managing farm animals for direct profit : swine, horses, poultry, sheep, goats, dairy cattle



FIGURE 14 Some of the visible results of a garden-club project in Watonwan County, Minnesota.  
What these boys raised is not as important as what they learned

The principles and practice of judging livestock

Farm motor machinery, types, uses, and care: tractors, trucks, spraying outfits, milking equipment, pumps

Farm buildings: kinds, uses, number, types, material, distribution or location, lighting and heating, care and maintenance

Fences: purposes, uses, types, methods of fencing, maintenance

Modern appliances on the farm: motor machinery and mechanisms for pumping water and running lighting system; disposal of sewage, fire protection, heating, etc.

Repairing on the farm: welding and iron work, horseshoeing, blacksmithing, carpentering, plumbing, painting, cementing, and masonry work

Rope work: uses, kinds of rope, practice in making knots—square, weaver's, miller's, slip and binder, double half hitch, clove hitch, timber hitch, etc.; making splices—short, eye, crown and end

Crops from the woods: nuts, lumber, animal furs, etc.

Fruit trees: kinds, appropriateness, planting, pruning, budding, grafting

Fruit: protecting, picking, selecting, packing, storing, marketing, shipping

Vegetable gardening: planning, hot-house, cold frames, hot beds, transplanting, care, protection, picking, harvesting, storing, and marketing

Pig raising: selection of types: breeding, feeding and housing, care, marketing

Poultry raising: selection of breeders; operation of incubators and breeders; care and protection of chickens; gathering, grading, candling, packing, storing, and marketing the eggs; killing and marketing the fowls

Dairying: selection of breed, care of the herd, feeding and housing, milking, testing milk for cream content, marketing

Farm accounting and business methods: records, diaries, and reports, determining profit

Keeping graphs showing value of tested grain, fertilizer, etc.

Canning the products of the farm

Methods of farm butchering: calves, hogs, and poultry

Chemistry and farming

Weather and its relation to the farmer: weather maps, reports, signs, making local observations

Business aids of the farmer: United States Department of Agriculture, State University or College of Agriculture, County Farm Bureau, vocational agriculture schools, farm product shows and fairs, grange, coöperative buying and selling, farm newspapers and magazines, banks

Social aids of the farmer automobile, good roads, libraries, rural free delivery, schools, grange, telephone, radio

History of farming: methods and products of other peoples and times

How the county, state, and government help the farmer

The farmer's library: useful books, bulletins, and magazines

Trips and hikes to farms, orchards, fields, museums, agriculture and experiment stations for purposes of inspection, practice in judging, study of crops, diseases, management, and processes

Trips to county, district, and state fairs and shows, to see exhibitions of farm products, arrangements, machinery, processes, and methods

Arrangement of a school exhibit or fair

Famous farms and farmers

Contests between club members and with clubs of other schools on judging livestock, raising pigs, gardens, crops, fruits, and other farm products

The place of cats, dogs, pigeons, and other pets on the farm

Fun on the farm

The farm in literature (See Riley, *Farm Rhymes*, Bobbs-Merrill Company, Indianapolis and Carleton, *Farm Ballads*, Harper and Brothers, New York.)

Vocations in agriculture: general farming, dairying, fruit raising, specialized farming, poultry raising, vegetable gardening, work in agriculture and experiment stations, county and state agent work, extension service, scientific and investigational work, teaching

Opportunities for education in agricultural pursuits: agricultural schools and their methods of training

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A great deal of other material in the form of bulletins, pamphlets, booklets, papers, and reports may be obtained from the local state agriculture experiment station and school of agriculture, and from the United States Department of Agriculture, Washington, D. C.; the *Farmers' Bulletins* and material on *Four-H Clubs* will be found especially valuable to the club.

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- Crops and Markets*, U. S. Department of Agriculture, Washington, D. C.
- Farm and Fireside*, Crowell Publishing Company, Springfield, Ohio
- Farm Journal*, Wilmer Atkinson Company, S. W. corner Washington Square, Philadelphia, Pa.
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#### GARDEN

JUNIOR GARDENERS, TRUCK GARDENING, SMALL FRUIT AND VEGETABLE, SCHOOL GARDENS, FLOWER AND VEGETABLE

#### ACTIVITIES AND PROGRAM MATERIAL

A pupil survey of vacant lots in the neighborhood suitable for gardening purposes, and the development of plans for their use.

Gardens and utilization of space on school property

- The school-farm or school-garden project
- Planning the garden with an eye to possibility, variety, use, and profit
- Arranging and utilizing the plot to be used
- The implements of gardening: trowel, weeder, spade, rake, hoe, dibble, cord, watering pot, and others
- Preparation of the soil: cultivating, fertilizing, mulching, etc.
- Planning for successive or crop rotation
- Seed testing and bulb growing
- Construction and use of flats, hotbeds, and cold frames
- Selection, handling, and preservation of seeds of various types
- Planting and transplanting
- Identification of the various parts of the garden
- Cultivating, thinning, fertilizing, watering the plants
- Erecting plant supports, staking, racking, and fencing
- Use of flowers in vegetable gardens
- Treatment of plants for disease and insects
- Spraying formulas, equipment, methods, and time
- Protection of garden from birds and animals
- Ripening, harvesting, and care of fruits, flowers, or vegetables
- Methods, times, and places of marketing
- Canning processes, labeling, shipping, packing, and storing
- Dried fruits and methods of preparation
- Laws and restrictions governing gardening, marketing, canning, and shipping
- Laws covering weights and measures
- Keeping a diary or record book of the garden
- The uses of various vegetables, fruits, and flowers
- Financial record of the garden plot: expense, profit, and loss
- Making and reading of frost and weather maps
- The relation of different kinds of weather to various fruits and vegetables
- Protection of garden from harmful weather
- The history of vegetables, fruits, and flowers
- Garden friends: toads, bees, and lizards
- Building trellises for nasturtium, wild cucumber, climbing roses, moon vine, hops, morning glory, balsam apple, and gourds
- Local exhibitions of gardens and gardening produce
- Entrance into local, country, and state fairs and other contests
- Contests of various types among the members of the club
- Sources of help for gardening activities: state university, United States



Department of Agriculture, agricultural societies, extension courses, farm bureaus, and agents

Methods of "wintering" the garden.

Biographies of great gardeners

Experimentation with flowers, fruits, and vegetables

Growing "freaks": cucumber in bottle, odd-shaped vegetables by means of forms, etc.

Care of the lawn: growing, fertilizing, and trimming hedges

Planning flower plots for the home

Beautifying the school grounds with flowers, shrubs, and plants

Care of the school shrubbery, trees, flowers, and lawn

Vocational opportunities in gardening

Opportunities for education in gardening and horticulture

Visits to farms, gardens, greenhouses, exhibits, flower shows, and parks

Gardening in other countries: materials, types, methods and processes, values

Importance of gardening in commerce, or the place of gardening in life

Gardens in literature, art, and music

Beautifying the garden with walks, arbors, flower designs, and brooks

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*House and Garden*, Condé Nast and Company, 43rd St. and Lexington Ave., New York  
*Landscape Architecture*, Landscape Architecture Publishing Company, 9 Park St., Boston, Mass.

#### POULTRY

##### CHICKEN, FOWL, EGG, COMMERCIAL BIRD

##### ACTIVITIES AND PROGRAM MATERIAL

- The history of poultry raising. ancient stock and methods  
 Commercial importance of poultry raising  
 Breeds and varieties of poultry: main value of each  
   Egg poultry — Leghorns, Anconas, Minorcas — the so-called Mediterranean type  
   Meat poultry — Langshans, Cochins, Brahmas — the Asiatic type  
   General purpose — American breeds, Plymouth Rocks, Wyandottes, Rhode Island Reds, and English-Type Orpingtons  
 Breeding for eggs and show stock: hatching and rearing  
 Artificial incubation: equipment, methods, and materials



FIGURE 15. A practical club activity in a natural setting. A county agent demonstrating points in culling poultry to club members in Woodbury County, Iowa.

Brood crops · temperature, ventilation, and protection

Chick feed: green, commercial, grain, water

Feeding for egg production

Egg raising · types of eggs, trap nesting, nests, laying houses, gathering the eggs, candling, assorting, packing, and marketing

Poultry house construction

Equipment · watering tanks and troughs, feed hoppers, brood crops, catching hook, scales, crates, heating apparatus

Sanitation: spraying equipment and material, kerosene, carbolic sprays, sunning, use of lime

Diagnosis and treatment of diseases of poultry · leg weaknesses, cannibalism, liver trouble, limber neck, chicken pox, roup, canker, scaly leg, tuberculosis

Disease germs and treatment: body parasites, red mites, lice

The importance of cleanliness

Fattening the bird for market: selecting, caponizing, killing, plucking the feathers, packing or crating, shipping

Contests between members, and clubs, and entrance into county, state, and magazine contests in judging, raising, egg raising, profit making

Visits to poultry farms, houses, markets, cold-storage plants, fairs, and exhibits

Poultry of other countries and times

Poultry in history and literature

Wintering the chickens

Breeding and exhibiting fancy chickens

Other types of poultry: ducks, geese, turkeys, guineas, pigeons, uses, methods of raising, and commercial value

Freak poultry · three-legged and one-legged chickens, turkens, etc.

Assembly programs on poultry with illustrations and demonstration exhibits

Vocations and the business of poultry raising

Educational opportunities for the poultry raiser

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*The Poultry Item*, Sellersville, Pa.

#### BEE

#### APIARY, HONEY, NECTARINES, BEESWAX, BEEKEEPERS, APIARISTS

#### ACTIVITIES AND PROGRAM MATERIAL

The history of beekeeping

Identifying drones, workers, queens, larvae, pupae, wax, honey, pollen, propolis

The parts played by workers, drones, and queen bees

Kinds of bees usually kept

The life of the bee

A study of the anatomy of the bee

The making of honey · gathering the nectar, carrying, evaporating, and sealing up

- Why and how the bee ventilates the hive
- The making of beeswax · its source and uses by the bee
- Commercial uses of beeswax in salves, medicines, waxes, candles
- Swarming: causes of, habits of swarming bees, and methods of catching and dealing with them, combining swarms
- Methods of dealing with robbing bees
- Honey flowers and blossoms: white clover, basswood, wild raspberry, alfalfa, sage
- Hives, frames, and other equipment of the beekeeper
- Setting the foundations for comb honey and the supers for extracted
- Smoker and smoker material
- Arrangement of the bee hives in the yard
- Protection against the bees: veils, gloves, wristlets
- Methods of opening the hive and removing the honey or combs
- Harvesting the honey: removing, uncapping, extracting, and preparing for market
- Grading, storing, shipping, and marketing the honey
- Comb and extracted honey
- Methods of feeding the bees when it becomes necessary
- Bee enemies: birds, moths, worms, and other bees
- Winter care of bees
- The kinds of bee cells and their protection by the bees
- The relation of beekeeping to horticulture
- Visits to apiaries for study and inspection
- Bee myths and stories such as "Telling the Bees"
- Other types of bees: bumble bees, hornets, wasps, yellow jackets
- Beekeeping as a business or vocation
- Famous beekeepers: Phillips, Huber, Langstroth, Maeterlinck, Root, Dadant
- Use of honey: as a table sweet; by the confectioner, and by the compounder of medicines
- Bees in story, history, and song
- The vocation or business of beekeeping

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## HORSEMAN

RIDING AND DRIVING, EQUESTRIAN, TURF, SADDLE, BOOTS  
AND STIRRUP

## ACTIVITIES AND PROGRAM MATERIAL

The history and evolutionary development of the horse

The development of large horses for carrying armored knights

The legalizing of horse racing by James I

The horse in myth and fable: Bellerophon and Pegasus, Grey and Macha

Types of horses: characteristics and uses

The horse's relatives: zebra, donkey, pony, etc.

The principal parts of the horse: understanding such terms as muzzle, poll, crest, shoulder, breast, cannon, fetlock, coronet, withers, girth, stifle, dock, croup, loins

Grooming the horse: purpose, material, equipment, and methods

Housing the horse: summer and winter stabling

The horse's food: grain, bran, salt, vegetables, hay, watering

Types of saddles and their uses: English riding saddle and McClellan saddle

Other riding equipment. bridle, reins, spurs, quirt

Proper methods of mounting and dismounting

Riding gaits. walking, trotting, galloping, and cantering

Courtesy in riding or driving

Teaching the horse to turn, jump, and swim

The use of the animal for carrying packs and similar burdens

Teaming: selection of suitable mate, methods of training, harnessing, and driving

Common diseases and treatment: colic, cold, sunstroke, glanders, pneumonia, strangles

Defects or blemishes: capped hock, galls, curb, canker, thrush, corn, mange

Vices and treatment: balking, kicking, biting, bolting, and rearing

Famous horses and trainers of horses

Famous war horses and their deeds

Horse judging contests both intra- and inter-club

The intelligence of the horse: tricks, stunts, etc

Horse racing: selecting and breeding, training and racing

The horse of other countries types, general characteristics, and uses

Visits to horse farms, stables, and exhibits, to see and judge horses

Vocations in horsemanship

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MCTAGGERT, M F. *Hints on Horsemanship* J. B. Lippincott Company.

PLUMB, C. S *Lessons in Animal Husbandry* Hall and McCready Company.

STAMBAUGH, V G. *Breaking and Training of Colts* United States Department of Agriculture, Washington, D. C



## MAGAZINE

*American Horse Breeder*, 207 Essex Street, Boston, Mass.

## DAIRY

GUERNSEY, JERSEY, MILKERS, MILK AND BUTTER, MILK-  
MAIDS AND MILKMEN

## ACTIVITIES AND PROGRAM MATERIAL

The history of dairying among the Egyptians, Hebrews, Romans, Greeks, and others    Types of cattle and methods used

Breeds of cattle: Jersey, Holstein-Friesian, Ayrshire, Guernsey, Brown Swiss

The selection by use of the score card of cows for dairy purposes. (See United States Department of Agriculture, Bulletin 434 )

Care and management of the herd

Stabling the herd in summer and winter

Feeding. composition of foods, seasonal changes in foods

Pasturing, watering, providing salt, necessity of exercise

Relation of kindness to the milk flow

The care of the calf

Food of the calf. colostrum, feeding milk, grain, roughage, salt, water

Barns and equipment for the model dairy

A great enemy of good dairying — uncleanness

The equipment of milking: utensils, stool, pail, etc.

Methods of milking: hand and mechanical

The composition of milk

Milk and its bacteria

Weighing the milk

Methods of cooling the milk

Pasteurization: purposes, history, and methods

Testing and sampling the milk: the Babcock Test

The cream separator: values, types, uses, and methods of using

Testing the cows of the herd

Common ailments and diseases of cattle and their prevention and cure

Keeping the records of the herd · the business records of sales

The food values of milk

Butter products and buttermilk

Uses of milk in industry: candy and pastry making, ice cream, soft drinks, etc.

Entrance into club, county, or magazine dairy contests

Visits to dairy farms, creameries, ice-cream factories, sweet-chocolate companies

Exhibits of dairying materials, equipment, and methods

Famous cows and their records

Biographies of famous dairymen

The organization and methods of the large commercial dairy . following the milk from the cow to the consumer's door

The development of a club library of books, bulletins, pictures, scrap-books, etc.

Vocations in dairying: testing, inspecting, scientific work, investigation, editorial and magazine and paper work, managing, developing own herd and business

Opportunities in state universities and schools of agriculture for education for these vocations

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The United States Department of Agriculture publishes a number of bulletins under the general head of *Farmers' Bulletins* which contain excellent material on this topic. Nearly all schools of agriculture also issue pamphlets and booklets which will be of value to the members of this club.

## CHAPTER XIV

### HOME-MAKING CLUBS

The work of the home-making clubs will center about all of the activities implied in the establishment and maintenance of the home. These activities are not only those suggested and discussed in this chapter but many others such as those found in the discussion of Art, Camp Fire Girls, Career, Courtesy, First Aid, General Science, Girl Reserves, Girl Scouts, Handy, Music, Personal Health, Public Health, Safety First, Story Telling, Welfare, and other clubs. Additional references to books, magazines, and other materials for study will also be found along with these discussions.

The main objectives of these clubs are to teach the member to appreciate properly the importance of a healthful, happy home, and to give suggestions as to the methods of attaining this ideal; to give training in planning, selecting, cooking, and serving various types of foods and dishes; to acquaint the member with the more common fabrics and textiles, their values, cost, selection, utilization, care, cleaning, repair; to give ideals and practice in the selection and making of suitable and appropriate clothing and millinery, as well as in the care, repair, cleaning, and maintenance of these articles; to give instruction in various kinds of fancy needlework; to develop discriminating tastes in home furnishings and equipment, rugs, curtains, draperies, furniture, decorations; to teach proper methods of home nursing and first aid treatment; in short, to make an intelligent home developer and manager.

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## TEXTILE

WARP AND WOOF, FRUIT OF THE LOOM, FABRIC, CLOTHING,  
WEAVING, LOOMS, FIBER, FURNISHINGS

## ACTIVITIES AND PROGRAM MATERIAL

History of the textile industry: primitive methods and materials; older machines, great wheel, swift, clock reel, quill winder, niddy noddie, distaff, and spindle

Famous inventors and their inventions: Wyatt, rollers, Paul, carding cylinder; Kay, fly shuttle, Hargreaves, jenny; Arkwright, water frame, improved rollers, and doffer comb; Crompton, mule frame, Leigh, apron feed; Cartwright, power loom; Whitney, cotton gin

Milling processes: grading, spinning, dressing, weaving, finishing

Kinds of cotton: Sea Island, Egyptian, Upland, long staple, and short staple

Cotton raising: planting and cultivating, picking, ginning, compressing, and marketing

Kinds of cotton enemies and methods of protection from these

Types of cotton bales, and purposes of each: flat bale, standard high density, round, ginner's compressed bale

Fire hazards in baled cotton: methods of protection from fire

Processes used in manufacture of cotton: bale breaking, combing, picking, carding, sliver lapping, ribbon lapping, combing, doubling and drawing out, drawing and spinning, twisting

By-products of cotton manufacture: seed, meal, and oil

Mineral fibers, such as asbestos, and their uses

Artificial fibers, their manufacture and uses: spun glass, decorative fabrics, gold, silver, artificial silk

Wool and hair fibers and their uses: mohair, cashmere, sheep, goat, camel hair, cow hair, horse hair, cat hair, rabbit hair, and others

Silk and its development from the silk worm: softening, unwinding, reeling, and spinning

Artificial silk and its manufacture and uses: viscose, acetate, genatine

Vegetable fibers: fabric — cotton, flax, hemp; netting fibers — lace and coarse netting such as is used in hammocks and seines, cordage fibers — New Zealand flax and Manila hemp; plaiting and rough weaving fibers — straws, wheat, barley, rye, split leaves, and palms

Other vegetable fibers and their manufacture into textiles: hemp, jute, ramie or China grass, coir, and nettel

Fiber enemies: weevils, "dry rusts," etc

Geographical distribution of fibers: wool, silk, cotton, straw

Methods of weaving and types of weave

Weaves: plain, twill, satin, net, felted, figure, lappet, pile

The printing of fabrics

Dyeing, coloring, and blending of fabrics

Sources, manufacture, kinds, and uses of artificial dye stuffs

The natural dyes and their uses: vegetable, mineral, and animal

Methods of producing fabrics: felting, knitting, weaving, and netting

Methods of adulteration: use of made-over materials, substitution, by giving deceptive finish, by increasing weight, by combination

How to detect adulterations and imitations of standard fibers

Draperies and curtains: kinds, uses, colors and designs, methods of hanging

Rugs and carpets: kinds, colors and designs best suited to particular rooms, methods of laying, cleaning, and protecting

Standard fabrics: fiber, weaves, uses, durability, widths, colors, prices

Lawn or beach umbrellas, awnings, and awning material: selection, colors, prices, and general utility

Study of kinds, uses, designs, colors, and prices of toweling, blankets, broadcloth, cravenetted goods, woolens, and worsteds

Practice in recognizing various textiles

Methods of cleaning textiles of various kinds, removing stains, storing

Mats and matting, screens, roofs, shades, etc., from straws, woody fibers, stems, and split leaves

Bed clothing of various kinds: selection, use, storage, prices

Table linen: kinds, designs, methods of selection, prices

The uses of natural silk and artificial silk

Methods of and practice in judging the appropriateness, suitability, uses, prices, and values of textiles of various kinds

Laundering of articles requiring special methods: sweaters, blankets, silk and woolen stockings, fine table linen, and delicate fabrics

Trademarks, their meaning and value

Color in its relation to the home: carpets, draperies, curtains, bedding

The storage, protection, and preservation of various textiles

The methods, materials, and practice of redyeing old materials

Uses and methods of using old and cast-off clothes, ties, suits, overcoats, fur pieces, velvets, buckles, and ornaments

Methods of repairing various fabrics patching, reweaving, insertion

Weaving of small pieces with the hand loom

Types of fibers, spinning, knitting, felting, filling

The study of sample books showing standard fabrics classified and labeled as to weave, uses, prices, width, and other characteristics

Woven *versus* knitted fabrics

Yarns, cut and run, and their uses

Substitutes and shoddy

Study and practice of tests for the various fabrics

Upholstering. methods and materials, wadding, batting, mattress and furniture filling; use of moss, waste fibers, excelsior, and straw

Terms used in textile manufacturing: battening, fram, roving, lind, ginning, milling, staple, hacking, stripping, waste, worsted, retting, lathe, calendering, tow, warp, woof

Identification contests and competition pongee, velvet, velours, poplin, tub silk, maline, China silk, felt, broadcloth, cheviot, jersey, tulle, calico, voile, crash, denim, lawn, velveteen, dress, glass and handkerchief linen, ratine, satin, cravenette, crêpe de chine, chiffon, taffeta, cretonne, dimity, percale, damask, cambric, crêpe

Visits to stores, manufacturing plants, museums, mills to see textiles, their manufacture and preparation for market, also to see older methods and materials

Assembly programs based on the activities of the club: fashion show, demonstration and dramatization of appropriate material and colors; showing the source and manufacture of our clothing, carpets, curtains, linens, and upholstery

Vocations in the textile industry, and opportunities for preparation for these pursuits

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## MAGAZINE

*The Textile World Magazine*, Bragdon, Lord, and Nagle, 334 Fourth Ave., New York.

## NEEDLEWORK

SILVER THIMBLE, SEWING, ART NEEDLEWORK, DRESSMAKING, RENOVATION, NEEDLECRAFT, PRISCILLA, COSTUMING AND DESIGNING, NIMBLE FINGER

## ACTIVITIES AND PROGRAM MATERIAL

The relation of personality to dress and home ornamentation

The materials and equipment of the needlewoman: thread — linen, cotton, silk, woolen and their numbers; needles — sizes, kinds, and numbers and uses; thimbles; etc.

Textiles and fabrics: kinds, uses, choices, prices. (See Textile Club)

General activities: running a seam, overcasting, hemming, tucking, whipping, gathering, binding, French seaming, buttonholing, sewing on hooks and eyes, and buttons, darning, patching, shirring, picoting, smocking

The sewing machine: construction, operation, cleaning, oiling, and care

Practice in using the various attachments

Reports on the development of the sewing machine by Howe, Bachelder, and Singer



Sewing "on the straight" and "on the bias"

The use of cardboard foundations

Making or obtaining patterns, and methods of transferring these and cutting the cloth

Methods and practice in measuring for length of skirt, sleeve, waist

Fitting and sewing of various types of garments and costumes

Trimming cuffs, pockets, collars, or other parts of the garment

Metal and jewel ornaments and their uses

Knitting: material and methods; articles — muffler, sweater, cap, baby's jacket, gloves, hats, dresses, scarf, hosiery, spreads, wristlets

Fancy stitching in embroidery, knitting, and crocheting

Crocheting and tatting trimming for pajamas, gowns, towels, pillow cases, novelties, aprons

Hemstitching and scalloping: bureau scarf, centerpiece, table runners, doilies

Embroidery. centerpieces, fancy aprons, pillow cases, lingerie, handkerchiefs

Appliqué: bed spreads, table runners, aprons, laundry bags, luncheon sets, card-table covers

Drawn work: handkerchiefs, lingerie, card-table covers, pillow cases, centerpieces, curtains, linens

Plaiting. accordion, box, knife, and other kinds

Beads and beading: material and equipment, articles — vanity cases, dresses, handbags, table scarfs, necklaces, centerpieces, lamp shades, portières, sewing cases

Patchwork for quilts, pillows, etc.

Making of hooked rugs and rag rugs

Washing, cleaning, pressing, and laundering

Dyes and methods of dyeing and redyeing

Repairing, renovating, and remaking of old garments. Some of these might be donated to the Welfare Club for service work or to the general charity organizations of the town. Other material is probably good enough to wear.

Utilizing materials from the scrap-bag or discarded clothing for the making of novelties, fans, umbrellas, book covers, handkerchief cases, table runners, scarfs, hand bags, and other articles

Making coat hangers, dress hangers, shoe trees, pin cushions, powder puffs, lamp shades, collar and cuff sets, doll dresses, hat stands, slipper bags, handkerchief cases, laundry bags for gift purposes or for the Gift Club



FIGURE 16. Another practical and interesting activity is represented by the Needlework, Embroidery, and Sewing Clubs. Members not only learn by doing but also provide their homes and themselves with useful and beautiful articles

Making and dressing dolls for the Welfare Club

Coöperation with the Dramatic Club on such projects as costumes, stage hangings, and draperies

Furnishing the teachers' room with draperies, curtains, table runners, and cushions

Music from the victrola or reading aloud by members of the club during the working periods

Use of material from art-needlework magazines

Talks by outsiders such as a manager of an art department, or dressmaking establishment, store manager or owner, teacher, or costume designer

Visits to museums, exhibits, stores, to see ancient and modern patterns, materials, equipment, and methods

Needlecraft work of other countries

The story of the safety pin, now more than 4000 years old: history, kinds, manufacture, and uses

Promotion of a style or costume show for the school. Such a show might well begin with old styles and by twenty-five year periods show the development up to the present. A historical show might include the following types: Egyptian (jeweled headdress, elaborate embroidery, straight lines), Greek (draped effects), Roman (toga), Byzantine (jeweled silks), medieval (long cloaks, ornamental girdles, dress of crusaders and monks, tight garments), Elizabethan (high collars, wired skirts,) end of nineteenth century (long skirts, leg-o'-mutton sleeves, tight waists), etc.

A modern show might include such elements as "On the Promenade" (girls wear their own dresses with hats and accessories that harmonize), "We Would A-Maying Go" (summer dresses and hats), "School Days" (school dresses), "Soirée" (more or less formal dresses for the junior or senior banquet, party, reception, etc.)

Exhibition of the work and activities of the club. This might well be held during High-School Night, Education Week, or Commencement Week.

Vocations in needlecraft work and sewing, and opportunities for training for these vocations

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- RHOE, M. J. *The Dress You Wear and How to Make It.* J. P Putnam's Sons.
- SHOVER, E M *Art in Costume Designing.* Milton Bradley Company
- WOOLMAN, M S. *Clothing; Choice, Care, Cost.* J B. Lippincott Company.

## MAGAZINES

- American Needlewoman*, Vickeny and Hill Publishing Company, Augusta, Maine
- Fashionable Dress*, 242-50 Fourth Ave., New York.
- Le Bon Ton*, S. T. Taylor Corporation, 10 East 46th St., New York.
- McCall Needlework and Decorative Arts*, 236 W 37th St, New York.
- Modern Priscilla*, 470 Atlantic Ave, Boston, Mass.
- Needlecraft Magazine*, Murray Hill Building, 285 Madison Ave, New York
- Pictorial Review Embroidery Magazine*, 39th St. and 7th Ave., New York.
- Pictorial Review Fashion Book*, 39th St. and 7th Ave., New York
- The Delineator*, Butterick Publishing Company, 223 Spring Street, New York.
- Vogue Pattern Book*, Greenwich, Connecticut

Additional material of interest and value to the club will be found in the discussions of Art Club, Millinery Club, and Textile Club

## MILLINERY

## HAT, HEADRESS, BONNET, CHAPEAU

## ACTIVITIES AND PROGRAM MATERIAL

The place of the hat in correct dress

Choosing a hat study of line, material, and color; suitability in relation to color of hair, complexion, dress, shape of face, type of costume, season, general purpose, etc. This work may be actually demonstrated and dramatized. A number of hats are borrowed and these are tried on various members of the group representing differences in size, color of hair and eyes, dress. The club as a whole participates in the discussion led by the sponsor. At the conclusion of each showing, the sponsor or appointed critics summarize what has been learned or seen.

Methods of wearing and placing the hat. This also can be dramatized and demonstrated to good advantage.

Methods of hairdressing and their relationship to appropriateness of hats

Main parts of a hat : principles and uses ; frame, covering, lining, ornaments, trimming

The making of a frame from wire and cord, or buckram . types of shapes and their general uses

Materials of the hatmaker : crepe, velours, velvet, duvetyne, felt, broadcloth, fur, silk, horsehair, organdy

Making of soft or fabric hats

Dyeing, covering, shaping, and trimming the hat

Decorating the hat, recognizing the principles of simplicity and harmonization : materials — flowers, sprays, bows, knots, metal ornaments

Cooperative work with the Dressmaking and similar clubs

Making the hats used in dramatic performances and pageants

The care and protection of hats at home and while traveling : hatboxes

Principles and practice of redyeing, repairing, and retrimming old hat

Making hats using only old materials

Hat service to other pupils and needy people. This might very well take the form of repairing and remaking old hats and passing them along to those who need them. If these hats are given to school pupils, care must be used in their distribution so as not to cause unnecessary embarrassment or worry. Service organizations about the town or Service Clubs in the school should be charged with the responsibility of properly distributing these hats

Visits to hat stores and shops, department stores, millinery schools, hat factories, and cleaning establishments to study commercial methods, materials, and processes

Talks by sales people, designers, manufacturers, artists, department managers, and other competent outsiders on topics of interest to the club

Why Easter is "new-hat time "

The use of advertisements of millinery stores and factories, catalogues, sales circulars, and newspaper advertising

Study, with the use of pictures, drawings, and actual hats, of the hats of other days

Where styles in hats come from, and why : the determinants of style

Why birds' wings, tails, heads, and bodies are no longer used in millinery

A consideration of the hats of other peoples : materials, purposes, ideals

Brief study of the materials, types, and styles of men's hats

The history of hat making : material, equipment, and methods

Assembly programs on suitability of hats, fashion shows, a pageant of the development and history of the hat, dramatizations, playlets, slides, displays

Vocations in the field of millinery: designing, art work, factory positions, trimming, selling, private enterprise

Opportunities for learning the millinery trade: schools of millinery, apprenticeships, and factory opportunities

### REFERENCES

ANSLOW, F. *Practical Millinery*. Isaac Pitman and Sons.

CARTER, L. *Plastic Millinery and Miniature Dressmaking*. Cassell Company.

HILL, C. *Millinery, Theoretical and Practical*. J. B. Lippincott Company.

LAUGHLIN, C. E. *Complete Dressmaker*. D. Appleton and Company.

PERRY, L. *Millinery as a Trade for Women*. Longmans, Green and Company.

REEVE, A. J. *Practical Home Millinery*. Longmans, Green and Company.

YUSEF, A. F. *Art of Millinery*. Millinery Trade Publishing Co., New York.

### COOKING

CUISINE ARTISTS, DINNER BELLES, POT AND PAN, CHEFS,  
KITCHEN QUEENS, COOKERY, FIRELESS COOKERS, KITCHEN  
MECHANICS, BAKING

### ACTIVITIES AND PROGRAM MATERIAL

Food buying: vegetables, meats, canned goods, pastry, milk; buying at markets, from wagons, at bargain sales, from mail-order houses, principles of selection; quantity buying; credit and cash

Laws concerning weights and measures, store and market conditions, sanitation

Study and charting of the values of various types of foods

Methods of cooking: boiling, percolating, coddling, steaming, roasting, broiling, baking, frying, sautéing, and their operations, values, and uses

Preparation of various kinds of meats and vegetables

Making of drinks and beverages: coffee, tea, cocoa, lemonade, punch

Methods of making and serving salads of various kinds

Cakes, cookies, pies, and other pastries

Making of desserts, jell-o, fruit, ice cream

Materials and methods of using left-overs and warmed-ups

Planning balanced menus for regular meals and for special occasions such as birthday party, Christmas, Thanksgiving, Fourth of July, St. Valentine's Day, banquet

Planning suitable menus for hot and cold weather

Promotion of a drive for proper school lunch

Picnics and hiking luncheons and materials

The porch luncheon

Jelly making and preserving

Candy and confectionery making (See Candy Club.)

Canning of fruits and vegetables for the winter

Cooking for the sick: hospital serving

Foods and their relation to health

The preservation and storage of foods

Commercial production of foods: beans, corn, canned foods, dried meats and fruits, cereals, condensed milk

Methods of making various kinds of fires

Regulating fires in baking, boiling, and roasting. using thermometers and the arm and time test for oven temperatures

The kitchen equipment required for good cooking: also fancy cooking

Methods of setting tables and serving

Making the dining room and table attractive

Cleaning up and washing the dishes and equipment

Selection and care of kitchen equipment

Labor-saving devices and conveniences for the kitchen

Fireless-cooking equipment, material, and methods

The emergency shelf

Methods of disposal of waste: incineration and other methods

Protection of food from insects and animals

Famous cooks and their dishes

Favorite dishes of famous men

How the army and navy are fed

Camp cookery choice of site; types of camp fires, refrigeration or cooling devices; disposal of refuse; protection of food from insects and animals; methods of purifying the water used

Making and selling sandwiches, cakes, and coffee at games and similar events

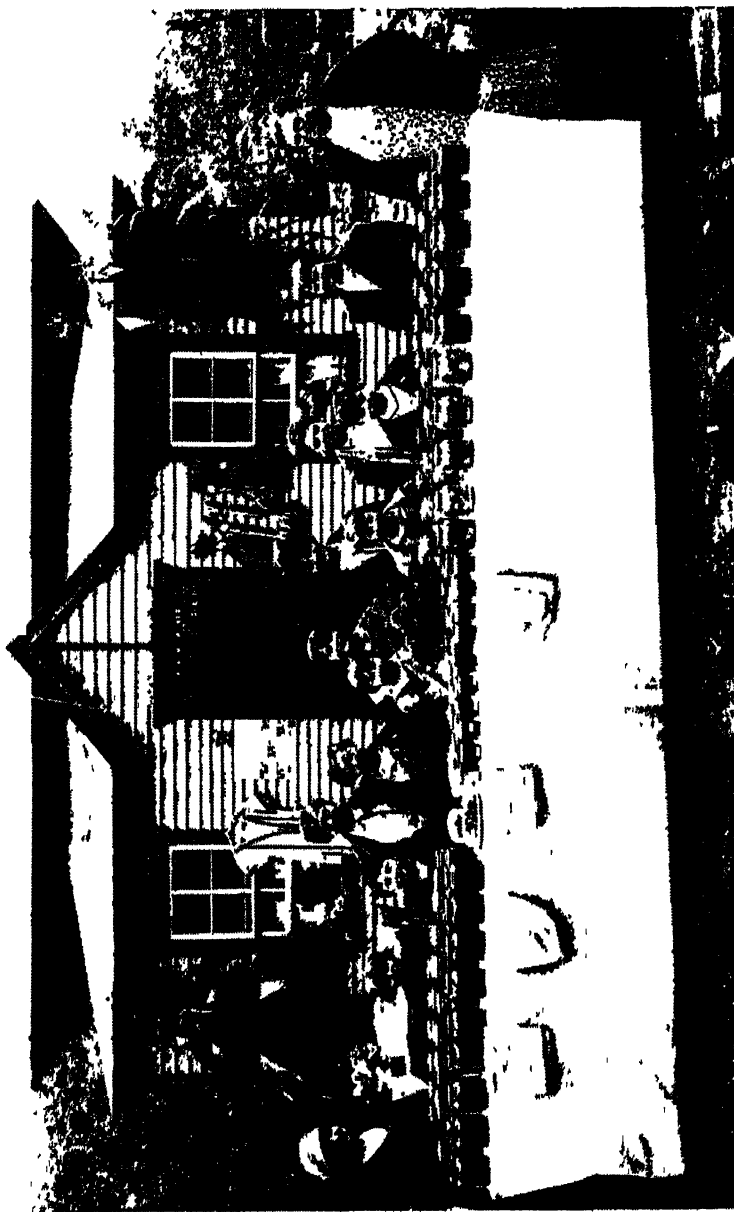


FIGURE 17 A most convincing method of proving to the community the practical value of club work is by means of the exhibit An exhibit at a community show in Allegany County, Maryland



Collection of recipes, clippings, and pictures for scrapbooks

Manners and courtesy in serving and eating

Promoting a cookery exhibit. bake sale, or cooking exhibition. Some of this material may be utilized in the general school assembly.

Visits to markets, packing plants, canning factories, and bakeries to see how commercial products are cooked, made, packed, and marketed

Trips to stores and furnishing houses to study stoves and other equipment

Visits to hotels and restaurants to watch high-class commercial cookery

Cooking and serving a banquet for the team, faculty, parents, or other group. This would make an interesting climax for the year's work.

Visits to museums and exhibits to see ancient cooking utensils, materials, and methods

National or favorite foods of other countries

Cooking methods used in other countries: Italy, China, India, France, Russia

Vocations in cookery: in private employ, commercial establishments such as hotel, cafeteria, restaurant, or tearoom, in factories, and bakeries

Opportunities for preparation for these vocations.

#### REFERENCES

##### Books

BAILEY, P. I. *Domestic Science, Principles and Application*. Webb Publishing Company.

BENTON, G. C. *The Fun of Cooking*. The Century Company.

CARPENTER, F. G. *How the World Is Fed*. American Book Company.

FARMER, F. M. *The Boston Cooking School Cook Book*. Little, Brown and Company.

HILL, J. M. *Canning, Preserving, and Jelly Making*. Little, Brown and Company.

INGRAM, C. *The Junior Cook Book*. Barse and Hopkins.

KINNE, H., and COOLEY, A. M. *Food and Health*. The Macmillan Company.

POWELL, O. *Successful Canning and Preserving*. J. B. Lippincott Company.

RORER, S. T. *Hot Weather Dishes*. Macrae Smith Publishing Company.

WEAVER, L. B., and LECRON, H. C. *A Thousand Ways to Please a Husband*. A. L. Burt Company.

## MAGAZINES

*American Cookery*, 221 Columbus Ave., Boston, Mass.

*The Forecast*, 140 No. 6th Street, Philadelphia

Other interesting and valuable material may be obtained from food stores, factories, and packing plants. Most of these bulletins are free and many of them contain unique and unusual material of real value. Current home magazines also contain much material of interest to the club.

## CANDY

## SWEETS, CONFECTIONERY, CHOCOLATE, TAFFY, BONBON

## ACTIVITIES AND PROGRAM MATERIAL

The history of sweets, old-fashioned and modern

The food values of candy and sweets and their place in the diet

Homemade candy *versus* store candy

The source and preparation of the materials of candy making: sugar, flavoring, coloring, nuts, popcorn, honey, fruits, milk, butter

Principles of candy making: utensils, measurements and amounts, and fires used

Crystallized and frozen-fruit candies. figs, plums, peaches, cherries, and methods of making

Fruit rolls: materials and manufacture

Salting and blanching nuts: almonds, peanuts, walnuts, pecans

Popcorn: kinds, selection of, methods of popping and preparing; use in candy and balls

Fruit candies. spiced raisins, stuffed dates and prunes, creamed figs and dates, creamed strawberries, fig paste, candied oranges, peach leather, quince leather, pineapple caramels

Pulled candies. lemon cream, molasses candy, orange cream, rose-red candy, snow-white cream candy, sugar candy, vanilla cream, Virginia barley sugar, vinegar candy, Virginia crisps, simple cream-filled pulled candies — kisses, buds, etc

Fudges: maple fudge, French nut nougat, butternut, Mexican kisses, divinity fudge, marbled fudge, walnut molasses candy

Miscellaneous candies: candy pudding, kisses, marshmallows, candied orange or lemon peel, orange straws, candied nuts, fruit bars, peppermint drops, wintergreen drops, lemon and orange drops, sugar taffy, candied rose leaves, candied violets, hard candy

Butterscotch and caramels: chocolate caramels, coconut caramels, butterscotch, maple caramels, nut caramels, pineapple caramels

Cough candies hoarhound candy, hoarhound drops, licorice candy, cough drops, Irish-moss cough candy

Nut candies: candied chestnuts, nut bars, walnut kisses, hickory-nut roll, pecan roll, dipped or glazed nut candy, nut caramels, chocolate nut creams, nut bars, peanut brittle, black-walnut candy, crystallized nut meats, and popcorn

Methods of molding, cutting, and dipping candy

Types of uncooked sweets

Methods of handling and wrapping candies

Boxing and marketing candy

Gift candies for the home, shut-ins, absentees, soldiers, Veteran's Hospitals, orphanages, children's hospitals, old folks' homes. This may be done in coöperation with the Welfare, Junior Red Cross, or similar service club

Candy sales in cooperation with other clubs of the school at parties, bazaars, festivals, circuses, fairs; club sales at holiday times for own interest

Keeping of notebooks of recipes with records of results

Adulteration and imitation of candy and sweets: materials used; methods, sources, and cause of adulteration, methods of testing for purity

The candies of other peoples, Mexicans, English, French, Germans, Chinese, Indians, Eskimos, natives of Africa, Russians, Italians, Japanese

Visits to candy kitchens, manufacturing plants, and stores to see commercial processes of making, displaying, and marketing candy

Assembly program, dramatizing, and demonstrating activities of the club

Exhibition of candy and candy methods on "High-School Night" or "Parents'" or "Visitors' Night," or at other appropriate times

Vocations in candy manufacture and methods of training for these

Legal restrictions covering candy manufacture

## REFERENCES

### BOOKS

- GROSSMAN, M. E. *My Candy Secrets*. F A Stokes and Company.  
 HALL, M E *Candy-Making Revolutionized*. The Macmillan Company.  
 RICHARDS, P. *Candy for Dessert*. Hotel Monthly, 443 S Dearborn St., Chicago, Ill.  
 RIGBY, W O, and RIGBY, F *Rigby's Reliable Candy Teacher*. Rigby Publishing Company, Topeka, Kansas

RIKER, M A *Candy As I Make It*. M. A. Riker, Box 458, Lynbrook, N. Y.

*Twenty Recipes for War-time Sweets*. Woman's Educational and Industrial Union.

*Wages of Candy Makers in Philadelphia in 1919*. United States Women's Bureau

Additional suggestions and material may be obtained from any cook book.

#### MAGAZINE

*Candy Manufacturer Magazine*, 30 So Michigan Ave, Chicago, Ill

### LITTLE MOTHERS

#### CHILD NURSE, JUNIOR HOME MAKERS, BIG SISTERS

##### ACTIVITIES AND PROGRAM MATERIAL

Proper methods of handling the baby. lifting, holding, and carrying. These methods may be illustrated or demonstrated and practiced by use of large dolls. As a matter of fact, a number of the activities of this club may be practiced on these dolls

Weighing baby and keeping a growth or weight chart

Methods of bathing the baby: temperature of water, etc

Clothing for the baby: types, materials, and quantity for various occasions; and practice in dressing and undressing him

The baby and his food. kinds, amounts, selection, preparation, protection, methods of feeding, times of feeding; the chart

The arrangement of the baby's bed. kinds of bedding; placement of bed, temperature

Necessity and provisions for fresh air and cleanliness

The use, care, and preparation of artificial baby foods

The dangers of patent medicines and pacifiers

Methods of caring for teething, nervous, and crying children

Charting the signs of development of the baby: sitting, standing, walking, and talking

Encouraging the baby to move and take exercise

Common diseases of children and their prevention and treatment

Safety-first precautions and methods

Amusing and entertaining small children

Equipment and materials for the baby room or nursery: beds, toys, etc.

Talks and discussions by the school nurse, physician, intelligent mother  
Visits to homes, hospitals, and nurseries for purposes of study

Preparation of gifts of clothing, bedding, toys, and other articles for these nurseries. This work may be done in cooperation with the Welfare Club or Gift Club

Actual care of babies, while their mothers are marketing, voting, or are sick; care of day nurseries, and children's rooms in hospitals, settlements, and churches

A demonstration or exhibition of the work of the club, open to parents, may be held during Education Week, Health Week, or similar campaign.

#### REFERENCES

- HOLT, E. *Care and Feeding of Children* D Appleton and Company.  
KELLY, H W., and BRADSHAW, M. C *Handbook of School Nursing* The Macmillan Company.  
KINNE, H , and COOLEY, A M *The Home and Family*. The Macmillan Company.  
*Little Mothers' Club* Philadelphia Child Health Society.  
LUCAS, W P *Children's Diseases for Nurses*. The Macmillan Company.  
WHEELER, M. *The Baby, His Care and Training*. Harper and Brothers.  
See also the references suggested in the other clubs of this section.

#### HOME NURSING

##### ACTIVITIES AND PROGRAM MATERIAL

The importance and value of the nursing activities

House planning for health, comfort, and convenience

Suitability of furniture and furnishings

Methods of home heating and their advantages and disadvantages. The usual temperature required for healthy adults, children, babies, the sick

Rules of hygiene, ventilation, suitable food, care of the teeth, posture, exercise, bathing, mental attitude

Home-room equipment and arrangement

Methods of taking temperature, noting pulse and respiration

Washing and bathing the patient: rubbing; changing linen; combing hair; lifting and changing position; arranging of supports

Methods of feeding the patient when he is helpless and partially so

Proper food for patients: cereals, toast, milk, eggs, and eggnog, beef,

mutton, chicken, and other broths, fruits and fruit beverages, jellies, tea, coffee; their preparation, amounts, and methods of serving

Methods of bed making, with the patient in bed, out of bed

Provisions for ventilation, disinfection, cleanliness, and cheerfulness

Administering medicines

Local applications, fomentations, and compresses

Protection of food from insects, animals, heat

Methods of sterilizing dishes and utensils and equipment

The chart and how to keep it

First-aid treatment in common household emergencies as headache, earache, toothache, cramps, choking, nosebleed, fainting, scalds, burns, cuts, wounds, severe scratches, bruises and sprains, colds, chills, animal and insect bites and stings, foreign bodies in the eye, ear, nose, or throat

Common household remedies and their uses: soda, olive oil, castor oil, epsom salts, aromatic spirits of ammonia, iodine, liniment, salve, eye wash

Care of the baby. (See Little Mothers Club.)

The importance and methods of providing for mental health

Preventive *versus* curative activities

The equipment and maintenance of a first-aid kit

Garbage and refuse disposal

Promotion of drives and campaigns on health topics

Talks by physicians and nurses

Making, with the assistance of the Manual-Training Clubs, of bedside tables, book rests, trays, lamps, and other conveniences for the bedridden patient

Health playlets and other dramatics may be used to good advantage.

Trips to hospitals, conferences, clinics, and dispensaries for purposes of inspection and study

Coöperation with Welfare, Public Health, Private Health, Safety First, First Aid and other clubs on campaigns and activities of mutual interest.

#### REFERENCES

- AIKENS, C. A. *Home Nurses Handbook of Practical Nursing*. W. B. Saunders Company.
- BRADHURST, J. *Home and Community Hygiene*. J. B. Lippincott Company
- BRINK, C. J. *Textbook of Nursing Procedures*. The Macmillan Company.
- DELANO, J. A. *Home Hygiene and Care of the Sick*. P. Blakiston and Sons Company.

HARRISON, E. H. *Textbook of Home Nursing* The Macmillan Company  
LIPPERT, F. E. *What to Do Before the Doctor Comes.* J B Lippincott  
Company.

LIPPITT, L. C. *Home Nursing.* World Book Company.

MACDONALD, I. *Home Nursing.* The Macmillan Company.

Other material may be obtained from commercial companies such as Prudential Insurance Company, Metropolitan Life Insurance Company, Nestle's Food Company, Squibb and Company, and others mentioned elsewhere in this volume. The Health Education Publications obtained from the Superintendent of Documents at Washington, D. C , will be found valuable Other suggestions for both activities and reference material will be found in the discussions of First Aid, Personal Health, Public Health, Safety First, and similar clubs in this book.

## CHAPTER XV

### HEALTH CLUBS

The most important aims and purposes of the health clubs are to help the member to appreciate properly the importance of good health and physical fitness, to instill ideals of happy, healthy, safe, and sane living; to develop the appropriate health attitudes and habits; to offer opportunities for the practice of healthful and first-aid activities; to instill worthy ideals in the matters of community health, sanitation, and hygiene; and to acquaint the member with the various local and national agencies and institutions which have as their objectives the protection and the perpetuation of life.

#### FIRST AID

##### ACTIVITIES AND PROGRAM MATERIAL

The economic loss caused by preventable accidents

Discussion of accidents, avoidable and unavoidable

The promotion, equipping, and care of a First-Aid, Comfort, Emergency, or Hospital Room in the school

Survey of accidents to school pupils and provisions for prevention of repetition

Health survey of the school and its equipment: fire hose, extinguishers, and other fire-fighting devices; safe water supply, safety in heating and lighting; fire escapes, proper functioning of doors, safety devices; fire and emergency doors and equipment; first-aid equipment and appliances; safety of gymnasium and playground apparatus; sanitary plumbing; proper disposal of ashes, old rags, and papers; ventilation

Provision for proper traffic: care at dangerous crossings or intersections near the school

Making, properly stocking, labeling, and care of first-aid cabinet





FIGURE 18. First-aid activities are exceedingly valuable and practicable. The members of this First-Aid Club of the Wilkinsburg, Pennsylvania, Junior High School, are practicing first aid on each other.

Methods of resuscitation — Sylvester and Schaeffer — and their relative values

Practice in bandaging the head, foot, hand, finger, arm, ankle

The signs of fracture: pain, swelling, deformity, shortening, irregular or unusual mobility, and crepitus

Types of fractures: simple, compound, and green stick, and first aid treatment

Removing foreign matter from the eye

Methods of carrying a patient Fireman's Lift, Scotch Lift, Fireman's Drag, Coat and Coat-tail Carry, Basket Seat, Stretcher Carrying, Three-Man Lift

How to call an ambulance, report a fire, or call a policeman

Methods of stimulation to offset shock and depression of the patient

Internal poisoning and the use of emetics

External poisoning, such as poison ivy and its treatment

Antiseptics and the care of a fresh wound

Application and use of tourniquets to stop various kinds of bleeding

Treatment of toothaches and headaches

The importance of ventilation, rest, quiet, cleanliness, diet, and exercise

Sterilization materials and methods

Treatment of frost-bitten fingers, hands, ears, nose, or toes

Artificial methods for resuscitation in suffocation or drowning

Breaking death grips and carrying in the water. (See Swimming Club)

Methods of first aid in fainting, choking, and sunstroke

Rescuing from contact with electric wires or other electrical equipment

Reducing common sprains, ankle, knee, and wrist

Treatment of bites or stings of animals and insects, dog, horse, cat, snake, bee, mosquito, ant, spider, scorpion

First aid treatment of burns, scalds, and sunburns

Methods of removing splinters, fishhooks, shot, etc.

Treatment of bruises, blisters, cuts, and scratches

Promotion of Safety First and First Aid campaigns by means of assembly programs, slogans, songs, stories, posters, dramatizations, distribution of pamphlets, use of bulletin boards

Demonstration and dramatization of first aid materials and methods. The First Aid Teams and Crews of industrial plants and mines in the neighborhood may be brought in to put on demonstrations for the school.

Talks by outsiders: safety counselors, physicians, nurses, foremen, and others on topics of interest to the club

Qualifying for the Red Cross Certificate in First Aid (Circular 100-1920, First Aid Department, American Red Cross, Washington, D. C.)

### REFERENCES

#### BOOKS

- COLE, N. B., and ERNST, C. H. *First Aid for Boys*. D. Appleton and Company.
- DOTY, A. H. *First Aid to the Injured*. D. Appleton and Company.
- GULICK, C. E. *Emergencies*. Ginn and Company.
- KILMER, F. B. *Johnson's First Aid Manual*. Johnson and Johnson, New Brunswick, N. J.
- LYNCH, C. *American Red Cross Abridged Textbook and First Aid*. P. Blakiston's Sons.
- MOODY, C. S. *Backwoods Surgery and Medicine*. Outing Publishing Company.
- PILCHER, J. E. *First Aid in Illness and Surgery*. Charles Scribner's Sons.

Other material may be obtained from National Safety Council, Chicago, Illinois; the Educational Division of the National Safety Council, New York City; the National Board of Fire Underwriters; the American Red Cross, National Headquarters, Washington, D. C. See also the discussion of activities, program material, and literature on Safety First, Public Health, and Personal Health Clubs in this book.

### PERSONAL HEALTH

#### HEALTH AND HAPPINESS, KEEP WELL, HEALTHY, KNOW YOURSELF, HYGIENE, HEALTH

##### ACTIVITIES AND PROGRAM MATERIAL

The importance and value of personal health

A personal health survey or questionnaire may be developed by the club and used by all of the teachers and pupils of the school. Each individual surveys himself and keeps his findings secret. The main purpose of the survey is to set worthy ideals and instruct in health matters.

Human anatomy: descriptive, surgical, topographical

Prevention and treatment of simple colds, toothache, headache, fainting, frostbite, etc

Methods of preventing the spread of disease

Useful and harmful bacteria

Antiseptics, anæsthetics, and antidotes

Care of the sick : sick-room technique ; preparation of the room ; making the patient comfortable ; changing the bed linens ; using sick-room appliances and equipment ; administering medicine , preparing the food tray ; preventing infection and contagion

Mental health and hygiene : cheerfulness and worry

Care of the eyes, feet, teeth, hair, nails

Baths : hot and cold , purposes and values

Sleep and its relation to health

Exercising . walking, dancing, running, swimming, games, and recreations

The use and misuse of coffee, tea, and other stimulants

Relative values of candy, fruit, and vegetables

Keeping of individual and family health charts, weight, height, and sickness

Ventilation and health

Dressing for health purposes

Health survey of the home : garbage and sewage disposal ; safe electrical and gas appliances ; water and milk ; suitable protection of foods by refrigeration and screening , storage of explosives, gasoline, kerosene, and cleaning compounds The relation of health to comfort, convenience, and beauty

Visits to homes and other buildings for purposes of inspection and study

Awarding of ribbons or health pins for healthiness

Health Code. The following is an example of health codes which the members may develop and adhere to :

- 1 Sleep eight hours every night.
2. Eat wholesome food three times a day at regular intervals.
3. Drink six glasses of water daily.
4. Wear loose clothing, low-heeled, square-toed shoes.
5. Remove damp clothing as soon as possible
- 6 Bathe in hot water at least twice a week.
- 7 Exercise out of doors one-half hour daily.
- 8 Adopt health habits.

Health campaigns and drives : school campaigns for better selection of food ; play and exercise ; health examination ; teeth examination ; cleanliness of person ; by means of posters, songs, parodies, poems, cartoons, slogans

Health dramatization : care of the sick , health pageant ; first aid , deep breathing, careful eating ; wise selection of food , food program , Safety

First and Safety Last, Sleep, Eat, and Play. A fine health play called *Healthland Flyer* is published by the National Dairy Council of Chicago. This trip provides for the usual preparations and has interesting stopovers at "Play Meadows," "Orange Valley," "Long Sleep Mountain," "Spinach Green," "Hot Soup Springs," etc. Many of these dramatic programs will be quite suitable for the general school assembly.

Hiking, camping, and other health activities (See Hiking and Camping Clubs.)

Use of pictures, slides, films, and other material

Study and survey of pupil accidents. causes and methods of prevention

Health heroes: Roosevelt, Nightingale, Gorgas, Trudeau, Pasteur, Koch, Jenner, Carrel, Lister, Grenfell, and others

Entering the Health Hero Debates sponsored by School Health Bureau — Welfare Division — of the Metropolitan Life Insurance Company, New York City

Community health: the federal, state, and community agencies for health; care of parks, alleys, buildings, vacant lots, streets, playgrounds, recreation facilities; garbage and sewage disposal, heating and lighting; traffic regulations; safety-first measures and provisions. (See Public Health Club)

Trips to soda fountains, water-supply and sewage-disposal plants, and dumps, bakeries, markets, and stores to observe health provisions employed

Making of scrapbooks of health clippings, cartoons, pictures, and poems

Inspections by pupils and teachers, with the coöperation of the health squad or club, of teeth, hands, nails, hair, posture, cleanliness, clothing, etc.

Keeping of record cards: reports on such matters as general appearance, tidiness, cleanliness, suitability of clothing, completeness of attire, posture, rouge and make-up, smoking

Development of sets of health slogans, rules, mottoes, and quotations

Contests in posters, health poetry, songs, scenarios, slogans, and mottoes

Vocations in health activities, medicine and various special phases, dentistry, teaching, research, experimentation and laboratory work, and nursing

Educational opportunities for training for these vocations

#### REFERENCES

- BLAICKIE, W. *How to Get Strong and How to Stay So.* Harper and Brothers.  
CROMIE, W. J. *Keeping Physically Fit.* The Macmillan Company.  
DANSILL, T. *Health Training in Schools.* National Tuberculosis Association.

HUTCHESON, W. *Exercise and Health*. Outing Publishing Company.

JEWETT, F. G. *Good Health*. Ginn and Company

KINNE, H., and COOLEY, A. M. *Food and Health*. The Macmillan Company.

WILLIAMS, J. F. *Healthful Living* (Rev.) The Macmillan Company.

WINSLOW, C. E. *Healthy Living*. Charles E. Merrill Company

There are a large number of other suitable books on the market, but perhaps the best and most appropriate material will be found in publications of such organizations as those indicated below. Many of these publications are written directly for the pupil and contain valuable slogans, contests, competition plans, dramatics, playlets, pageants, and similar material.

American Child Health Association, New York City

American Health Association, New York City.

American Red Cross, Washington, D. C.

Metropolitan Life Insurance Company, New York City.

National Child Welfare Association, New York City

National Health Council, New York City

National Tubercular Association, New York City.

Philadelphia Child Health Society, Philadelphia, Pa.

Rockefeller Foundation, New York City.

United States Bureau of Education, Washington, D. C.

United States Departments of Agriculture and Labor, Washington, D. C.

Other suitable material may be found under Safety-First, Public-Health, and First-Aid Clubs in this book

## PUBLIC HEALTH

### ACTIVITIES AND PROGRAM MATERIAL

Study of the waste caused by ill health, sickness, and accidents

How such diseases as scarlet fever, measles, malaria, typhoid fever, diphtheria, and tuberculosis are transmitted

Spreading disease through drinking water, carriers, flies, milk contamination, contact, mosquitoes, and vermin

Methods of preventing the spread of disease: quarantine, segregation, etc.

The use of antitoxins, and where to apply for inoculation

Vaccination and the use of vaccines

Methods used in exterminating flies, mosquitoes, bugs, lice, rats, mice, and other insects and vermin

The dangers of garbage and trash dumps, open sewers, uncovered cess-pools, etc.

Destroying garbage by dumping, burying, incinerating, and reducing

Methods of disposing of sewage: dry-earth system, water carrier, precipitation, and irrigation by bacterial processes

The water supply: sources, carrying, cleaning, and filtering

Health survey of the town. paving, cleaning, and care of streets; zoning and housing ordinances; sewage disposal, water supply, sanitation, health laws and protection, dumps and dumping; provision for trees, parks, playgrounds, swimming and wading pools, flowers, fountains, etc.

The safeguarding of public health in buildings: exits, fire escapes, properly opening doors, ventilation, heating, drinking water, healthful location, toilet, and bathing facilities

Laws and ordinances relating to public health

Methods of protecting meat, milk, vegetables, and other exposed foods in stores, markets, and in the home

The community's Board of Health: importance, names of members, qualification of members, election, terms, functional duties, and methods of performing these duties

This school and its health. provision for sanitation, water supply, ventilation, heating, lighting, safety devices, first aid appliances and equipment, medical and dental attention, toilet facilities

Survey of the stores where food and candy are sold to pupils: goods sold, their storage and handling, general conditions in the store, cleanliness

Promotion of clean-up campaigns for the school and its community: swat the fly, mash the mosquito, paint up, screen in, clean up tin cans, garbage, rubbish, etc.

Promotion of poster, slogan, and song contests for clean-up and health-week campaigns

Assembly programs with talks, films, slides, demonstrations, and dramatizations

Campaigns of education carried through the home-room meetings

Camp sanitation: selection of a site with consideration of water supply, protection, sewage disposal, accessibility; planning and laying out of the camp

Great public health leaders: William Gorgas, Louis Pasteur, Walter Reed, and others

Health methods in the Army and Navy

The American Red Cross and its work: The Junior Red Cross organization

Safety Councils: their organization, activities, and methods

Recording and utilizing of vital statistics

Educational campaigns for the parents through the school children

Promotion of "Make-a-Health-Survey-of-Your-Own-Home" campaign

Vocations in public health: sanitary engineering, inspecting, dentistry, medicine, and nursing; city and state opportunities in public health and sanitation; camp health planning; army and navy opportunities; Red-Cross and safety-council activities

Educational opportunities for this work

## REFERENCES

### BOOKS

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- BROADHURST, J. *Home and Community Hygiene*. J. B. Lippincott Company.
- BROWN, B. M. *Health in Home and Town*. D. C. Heath and Company.
- HILL, H. W. *The New Public Health*. The Macmillan Company.
- HOWARD, L. O., and HUTCHISON, R. H. *The House Fly*. Ohio State Department of Health, Columbus, Ohio.
- LOVEJOY, E. P. *The House of the Good Neighbor*. The Macmillan Company.
- MACNUTT, J. S. *Manual for Health Officers*. John Wiley and Sons.
- POPE, A. E. *Home Care of the Sick*. American School of Home Economics.
- PRICE, G. M. *Handbook of Sanitation*. John Wiley and Sons.
- *Hygiene and Public Health*. John Wiley and Sons.
- RITCHIE, J. W. *Primer of Sanitation*. World Book Company.
- SEDGWICK, W. T. *Principles of Sanitary Science and the Public Health*. The Macmillan Company.
- TUTTLE, T. D. *Principles of Public Health*. World Book Company.
- WILLIAMS, J. F. *Healthful Living* (Rev.). The Macmillan Company.

### MAGAZINES

- The Health Builder*, published by Doubleday, Doran and Company, Garden City, L. I.
- Hygeia*, published by the American Medical Association, Chicago.
- American Journal of Public Health*, American Public Health Association, 374 Broadway, Albany, N. Y.



*Playground*, Playground and Recreation Association, 315 Fourth Ave , New York.

Additional material may be obtained from the United States Public Health Service at Washington, D C

See also the references and sources of material in the discussions of the Personal Health, Safety First, and First-Aid Clubs.

## SAFETY FIRST

### ACCIDENT PREVENTERS, SAFETY COUNCIL, SAFETY POLICE; STOP, LOOK, AND LISTEN

#### ACTIVITIES AND PROGRAM MATERIAL

A study of types of accidents in the home, factory, store, on the highway, street, in public conveyances, etc , with statistics showing the relative frequency of each

The cost of accidents in the United States

The work of the National Safety Council and its divisions, Industrial, Public Safety, and Education: Highway Education Board, United States Chamber of Commerce, American Automobile Association, and others

The work of governmental bureaus such as the following:

Bureau of Standards: testing materials and making scientific researches

Bureau of Labor Statistics: conducting investigations and recording statistics for information of public, industries, etc.

Bureau of Chemistry: investigation of gases, dust, chemicals

Bureau of Safety and Locomotive Inspection (Interstate Commerce Commission): inspection of locomotives, cars, and other equipment of railroads

Bureau of Accident Statistics (Interstate Commerce Commission). statistics and information about railroad accidents on grade crossings, to trespassers

Bureau of Mines: mine rescue and demonstration cars sent out to coal and metal mining districts; investigations of explosives, gases, ventilation, electrical mine equipment

Lighthouses and signals: lights, fog signals, whistling and bell buoys, light vessels, and other provisions for protection of life and property at sea

The coast guard and its work

The National Park Service and its work for vacationists

Forest Service and its work of fire prevention and methods of extinguishing fires

The work of the Weather Bureau in reporting storms, floods, and droughts

The Children's Bureau and its work for children

The United States Public Health Service

City and state safety councils and departments and their work in holding conferences, conducting educational campaigns, developing regulations

Traffic, fire, street-cleaning, and health inspections and methods

Campaigns for brake testing, safe drivers, home and street safety

Summer-camp safety : drowning, camp fire, poisoning, hunting, lightning, snakes and insects, fishing accidents

Safety in industry . handling and dropping tools and materials , danger from machinery, cables, belts and chains, nails, and other materials ; danger from loose clothing, sleeves, etc , the use of proper shoes, clothing, goggles, and gloves

Safety at home : precautions against falling out of windows, over rugs and carpets, off ladders and chairs ; prevention of fires by proper care of matches, lamps, candles, fires, torches, gas fixtures, lanterns, and stoves ; protection from cleaning fluids and compounds, gasoline, alcohol, kerosene, polishes ; the danger of electrical apparatus, connections, and equipment, irons, curling irons, toasters, heaters ; dangers from smoking ; Christmas-tree safety ; danger from firecrackers, open fire escapes, tools, glass, knives, needles and pins, tin cans ; poisoning from medicine, plants, foods, scratches, etc. ; shocks of various kinds, especially from radio and electric-light fixtures, prevention of disease

Safety in public buildings : avoiding running, pushing, carrying things in one's mouth ; fire extinguishers, location and use ; safety in the elevator and on the stairs ; study of exits

Street and traffic accident prevention · traffic lights ; running ; jaywalking, the umbrella as an accident producer ; hitching and thumb hiking ; roller skating ; traffic rules in passing, stopping, and parking ; dangers of railroad crossings, carbon monoxide poisoning, the "out-of-order car"

Safety first at sea · life boats, rafts, fire prevention, life preservers

Street-car safety · getting on and off, relation of packages to accidents

Accidents from bonfires, slippery places, building operations, broken glass, nails, and boxes ; small objects and twisted ankles

Bicycle riding and accident prevention : signals, double riding, bicycle "out of order"

Safety from oily rags, waste, and ashes  
 Coasting and skating accidents and their prevention  
 Safety from strange home and farm animals  
 First aid of various types. (See First-Aid Club)  
 Good health and its relation to accidents  
 Inspection of school plant, equipment, playground and equipment  
 Location and use of police and fire alarms  
 Survey of school accident possibilities  
 Study, investigation, and recording of school accidents

Assembly plays, programs, pageants, and dramatizations: *Trial of Fire*,  
*A Tin-Can Traitor*; *Broken Glass*, *Murderer*; *Pageant of Misery*

Organization of Safety-Patrol Committee to handle traffic at dangerous streets, corners, and crossings; to properly supervise the swimming pool at all times; to supervise coasting and skating, to inspect school property and equipment; to organize and conduct fire drills

Conduct Safety Bulletin Board using posters, clippings, pictures, slogans, maps, stories, and cartoons

Prepare material for Safety Campaign for the school paper or magazine

Obtain and make accessible material for the school library

Arrange a Safety Exhibit, demonstration of life saving, or first-aid play

Vocations in safety engineering: in industry, insurance companies, federal, state, and city governments, traffic police, construction work, firemanship, etc.

Preparation for these occupations

## REFERENCES

### BOOKS

- BEARD, H. E. *Safety First for School and Home*. The Macmillan Company  
 BOOTHE, S. *Jimmie and the Junior Safety Council*. World Book Company  
 COBB, W. F. *Chalk Talks on Health and Safety*. The Macmillan Company.  
 PAYNE, E. G. *Education in Accident Prevention* Lyons and Carnahan  
 — *An Analysis of Instruction for Habits and Practice in Health and Accident Prevention*. Public School Publishing Company.  
*Twenty-Fifth Yearbook of National Society for Study of Education*, Part I.  
 The Public School Publishing Company.  
*The Present Status of Safety Education*. Public School Publishing Company.  
*American Red Cross Text on First Aid*. American Red Cross, Washington,  
 D. C.

## MAGAZINES

*National Safety News*, National Safety Council, 108 E. Ohio St., Chicago, Ill.  
*Safety Education*, Educational Division National Safety Council, 120 W.  
42nd Street, New York, N. Y.

Many pamphlets, plays, booklets, posters, and other service are available from the National Safety Council, Chicago, Illinois, or the Education Division of the National Safety Council, New York City. Some of this material is free to members of the National Safety Council, and the remainder of it is inexpensive.

The National Board of Fire Underwriters also publishes booklets and playlets which can be used to good advantage in this work.

The Government, through the various Bureaus previously indicated, issues material which is quite suitable for safety first purposes.

## FIREMANSHIP

## ACTIVITIES AND PROGRAM MATERIAL

The enormous losses caused by fire each year

Common causes of fires: carelessness with matches and fires; defective construction or installation; carelessness with electric toasters, heaters, irons, curling apparatus

Organized protection against fire

Method of turning in a fire alarm: hand and automatic alarm signals

Modern fire-fighting equipment: engines, hook and ladder, fighting and rescue towers, etc

Water supply and protection from fire

Use of the hose: unrolling, joining up, connecting to hydrant, use of nozzle

Types of nozzles and their uses

Study of hose, hydrants, standpipes, couplings, and similar equipment

Types of fires: smoke, heavy blaze, smoldering, embers, gas or oil, explosives

Methods of entering burning buildings

The location and use of means of escape from fire: chutes, ladders, exits, fire nets, ropes, etc.

Holds used in rescuing work: fireman's lift and carry and fireman's drag

Methods of prevention of panic

Preventing the spread of fires caused by flying embers, falling walls, exploding tanks



FIGURE 19. A demonstration, during Safety Week or Fire Prevention Week, of the use of common fire extinguishers makes a good project for the Firemanship, Safety, or similar club. The picture above shows such a demonstration given recently at Uniontown, Pennsylvania.

First aid in fire: scalds, burns, suffocation, exhaustion, falling accidents

Vocations in fire fighting: fireman, driver, insurance inspector and adjuster, checker and inspector for city and state governments and companies, fire-protection engineer

Methods of using stretcher in rescue work or first aid

Improvised stretchers of various kinds

Distribution of fire barrels, pails, and tanks, and provision for nonfreezing solutions for these

Organization and work of the bucket brigade

Hand extinguishers: location or distribution, types, construction, and operation, replenishment

Use of sand, salt, sawdust, soda, steam, wet blankets, etc. in fighting fire

Automatic sprinklers: location, types, construction, and operation

History and development of the fire-fighting science

Marine fire fighting. protection and methods on a liner; equipment and work of fire boats

Fighting fires in mines, forests, grass, oil and gas wells

Famous fires and firemen

Assembly programs with demonstrations, dramatizations, discussions, slides, and films

Promotion of "Fire Prevention" campaign with publicity, posters, assembly programs, and contests of various types

Visits to fire companies to see demonstrations of equipment and methods

Demonstration to the school of the proper methods of using hand extinguishers. A fire made of boxes or small boards in a neighboring lot or on the school ground may be extinguished by properly authorized and trained members of the club

Organization and conduct of fire drills in the school

Assignment of each member to fire post

Inspection and care of the fire fighting equipment: alarms, hose, extinguishers, ladders

Kinds of fire insurance protection

#### REFERENCES

- AYERS, L. P. *Fire Prevention in Public Schools*. Russell Sage Foundation.  
CROKER, E. F. *Fire Prevention*. Dodd, Mead, and Company  
HILL, C. T. *Fighting a Fire*. The Century Company.  
HOLT, H. G. *Fire Protection in Buildings*. D. Appleton Company  
KENLON, J. *Fires and Fire Fighters*. Doubleday, Doran and Company.

MARTIN, F. E., and DAVIS, G. M. *Firebrands*. Little, Brown and Company.

Material on safeguarding the home and organizing for protection may be obtained from the National Board of Fire Underwriters, 76 William St , New York or 207 E. Ohio St , Chicago *Opportunity Monograph on Firemanship* may be obtained from the Federal Board of Vocational Education at Washington, D. C. Many state departments of public instruction, chambers of commerce, safety councils, and similar organizations publish material of value to this club.

## CHAPTER XVI

### RECREATION CLUBS

Not all the recreation and hobby clubs discussed in this book are to be found in this chapter; probably few of them are included here, because the factor which determines whether a club is inspirational, vocational, educational, or recreational is the attitude of the individual member towards it. Probably every club discussed in the book is a recreational club to some pupil; and it is entirely possible for a club to be recreational to one member, educational to another, and vocational to another. Possibly all clubs are more or less recreational in nature.

This means that it is rather difficult to state definitely the aims and objectives of recreational and hobby clubs because of the differences in attitudes taken towards these clubs by their members. However, on the whole the main objectives of recreational and hobby clubs are to give the member an opportunity for interesting and harmless enjoyment of leisure time; to develop high ideals of fair play and good sportsmanship; to deepen his interest, develop his facility or ability, and, if possible, increase for him the educational value of the activity.

#### GENERAL REFERENCES

- PHILLIPS, H., and OTHERS. *Collecting and Hobbies*. Elder Numismatic Press, 32 E. 23rd St., New York.
- TAUSSIG, C. W., and MEYER, F. A. *The Book of Hobbies*. Minton, Balch, and Company.
- WOOD, E. *Hobbies*. Funk and Wagnalls Company.



## ATHLETIC CLUBS

BOWLING, BOXING, WRESTLING, GYMNASTIC, TUMBLING, ACROBATS, ATLAS, OLYMPIAN, MODERN DIANAS, MARINE AND FIELD, HOCKEY, TENNIS, GOLF, BOATING, SKATING, SWIMMING, SOCCER, FOLK DANCING, DRILL TEAM, CADET CORPS

There are a number of valuable athletic clubs to be found in many schools. Most of them are rather hard to classify and treat because of the fact that in some schools they are a part of the quasi-regular activity of the physical educational department, while in other schools they exist as separate clubs. Further, most of them are seasonal and consequently of short duration in time and frequently somewhat limited in number of participants. Since this book is concerned largely with the extra-regular school work rather than with regularly scheduled work, only passing mention will be made of some of these clubs. This does not mean that they are not important, nor does it mean that they do not have values; it means simply that in most schools they are taken care of in a more or less regular manner.

The Leaders' Club may help to organize and supervise these activities, officiate at the meets and events and in other ways help those who are interested in learning how to play and enjoy them. Interclass, intergroup, inter-floor, interweight, and other methods of increasing participation within the school may be promoted. Some of the work, particularly that of the regular athletic program, may be done in cooperation with the Boosters' Club. The most common of these activities are as follows:

Baseball	Fencing	Soccer
Basketball	Fieldball	Stunt Competition
Boating	Football	Swimming
Boxing	Golf	Tennis
Cricket	Handball	Track Events
Croquet	Ice Hockey	Tumbling
Cross Country	Lawn Hockey	Volleyball
Endball	Skating	Wrestling

## ACTIVITIES AND PROGRAM MATERIAL

The following outline of suggestions for activities and program material can be followed more or less with any of the activities listed.

The origin and development of the history of the game, event, or item

The place of this event or game in the athletic, recreational, and physical education program

Its place in international competition such as Olympic Games or cup matches

The material, equipment, paraphernalia, and procedures used

Clothing and personal equipment selection, use, care, maintenance, and repair

The rules and regulations of the activity

Good form in the activity

Methods of training and conditioning for it

Preventive and precautionary training, taping, etc.

First-aid treatment for bruises, blisters, cuts, sprains, and other injuries

Courtesy, etiquette, and good sportsmanship

Teaching and coaching those younger or less experienced

Keeping of individual records and standards of accomplishment

Preparation and care of the track, ring, diamond, gridiron, court, course, or other basic equipment on which the activity is performed

Development of suitable recognition for successful participation certificate, letter, numerals, insignia, and other awards

Collection of scrapbook material, pictures, clippings, photographs, records, and autographs

Famous champions or well-known exponents of the activity: their biography, training methods, form, and records

Trips to factories, stores, or exhibits to make a study of material and equipment used

Visits to proper places and events to see professionals and high-class amateurs in action

Holding an exhibition, demonstration, or competition in the activity for the entire school or for the parents, patrons, and friends during "Education Week," "Health Week," or on similar appropriate occasions

Promotion of intrascholastic as well as interscholastic competition in the various activities

Publicity of various kinds for these exhibits and competitions

Vocational possibilities in these activities, and opportunities for training for these possibilities

#### REFERENCES

BANCROFT, J. H., and PULVERMACHER, W. D. *Handbook of Athletic Games.*  
The Macmillan Company

- BOWEN, W. P., and MITCHELL, E. D. *The Practice of Organized Play*. A. S. Barnes and Company.
- BROWNE, E. *Outdoor Athletic Tests for Boys* Association Press
- CAMP, W. *Athletes All*. Charles Scribner's Sons.
- DRAFER, G. O. *Community Recreation*. Association Press
- FORBUSH, W. B., and ALLEN, H. R. *The Book of Games* The John C. Winston Company.
- MACOMBER, M. E. *Playground Mystery Boxes*. Richard G. Badger Publisher.
- MILLER, C. H. *Outdoor Sports and Games*. Doubleday, Doran and Company.
- MITCHELL, E. D. *Intra-Mural Athletics* A. S. Barnes and Company
- PEARL, N. H., and BROWN, H. E. *Health by Stunts* The Macmillan Company.
- RODGERS, M. *Handbook of Stunts*. The Macmillan Company.
- SMITH, C. F. *Games and Recreational Methods*. Dodd, Mead, and Company.
- STALEY, S. C. *Individual and Mass Athletics* A. S. Barnes and Company.
- *Games, Contests, and Relays* A. S. Barnes and Company
- STECHEE, W. A. *Games and Dances*. John J. McVey Company, Philadelphia
- WAGENHORST, L. H. *The Administration End of High School Interscholastic Athletics*. Bureau of Publications, Teachers College, New York.
- WILLIAMS, J. F. *The Organization and Administration of Physical Education*. The Macmillan Company.
- WITTINGTON, P. *Book of Athletics*. Lothrop, Lee, and Shepard Company
- The various booklets of the *Spaulding Athletic Library* will be found useful in particular specialized activities. The United States Bureau of Education at Washington, D. C., also issues suitable material See Leaders' Club for additional suggestions.

## SWIMMING

### SPLASHERS, MERMAIDS AND MERMEN, LIFE-SAVING CLUB

#### ACTIVITIES AND PROGRAM MATERIAL

Teaching swimming by use of wings, and pole and harness

Kinds of strokes and their uses: breast, crawl, back, single-overarm, trudgeon

Methods of treading water and floating

Dives . plain, high, and acrobatic ; plunging  
Swimming under water  
Competition in swimming, racing, and diving  
Swimming stunts : change clothes, carry umbrella, and similar races  
Famous swims : English Channel, Niagara, Catalina Island, Chesapeake

#### Bay

Famous swimmers and swimming coaches . Captain Webb, Ederle, Young, Corsan, Weismuller, Kellerman, Byron  
Water sports and games : polo, water basketball and baseball  
Study of the swimming of animals  
Deep diving for coins and other objects  
Types of swimming suits and equipment  
Methods of undressing in the water  
Towing another by the head carry, hair carry, cross-chest carry, foot-push-carry, and the tired-swimmer's carry  
Breaking death grips : wrist hold, back-strangle hold, front-strangle hold  
Cramps and their treatment · stomach, leg, foot, and toe  
Safety-first team instruction and drill  
Safety equipment for the camp or swimming pool · boat, tower and buoys, poles, heaving lines, life preservers  
The prevention of accidents in the water  
Rescuing from a boat or canoe  
Methods of resuscitation · advantages and disadvantages of each  
Promoting a "Learn-to-Swim" campaign  
Demonstrations or exhibitions of water sports, activities, and life saving to the school or community .  
Qualifying for the Red Cross Life Saving Corps  
Fresh-water and salt-water swimming  
Books and stories dealing with swimming and water activities  
Swimming parties for the club and its friends  
Helping to patrol the school pool and acting as assistants to the swimming instructors

#### REFERENCES

BREWSTER, E. T. *Swimming* Houghton Mifflin Company.  
BROWN, J. H P *Modern Swimming* Small Publishing Company.  
CORSAN, G. H *At Home in the Water*. Association Press  
DALTON, F. E. *Swimming Scientifically Taught*. Funk and Wagnalls Company.

SHEFFIELD, T. W. *Swimming Culture* T. W. Sheffield, 1544 N Serrano Ave., Hollywood, Cal.

SHEFFIELD, L. M., and N. C. *Swimming Simplified*. A. S. Barnes and Company.

STERRETT, J. H. *How to Swim*. American Sports Publishing Company.

SULLIVAN, F. J. *Science of Swimming*. American Sports Publishing Company.

Swimming rules, programs, rules for games, and methods of counting points for diving competition may be obtained from the American Sports Publishing Company, 45 Rose Street, New York City. Material on Life Saving, First Aid, and similar activities may be obtained from the American Red Cross, Washington, D. C.

## HIKING

WANDERLUST, SONS OF THE OPEN ROAD, WAYFARERS, TRAVELING, WALKING, OVER THE HILLS, FIELD AND STREAM, SHANK'S MARE, FOOT, KNIGHTS OF THE ROAD, KNAPSACK, TRUDGING, TRACKING, HIGHWAYS AND BYWAYS, THE OPEN ROAD

### ACTIVITIES AND PROGRAM MATERIAL

The values of hiking: health, physical, social, educational, spiritual

Correct methods of walking: body motions — hip, leg, knee, foot, arm, hands

Types of steps: natural, gravitatic, military, goose step, bent knee, and straight knee

Types of hiking and the steps appropriate for each · on the level, up hill, down hill, over obstructions, in water, on plowed field, stubble field, road, pavement, railway track, in mud

Walking for speed, endurance, and distance

Training for walking and hiking contests

Suitable footwear for the hike: selection and breaking in of shoes; maintenance of footwear

Waterproofing leather by use of vaseline, neatsfoot oil, beeswax, tar, cod-liver oil, and combinations of these

Methods of drying the shoes: fire, wind, hot pebbles, sun, etc.

Socks for the hike: selection of, care, carrying an extra pair

The use of rubber footwear: boots and rubbers

- Wearing apparel suitable for hiking: trousers, sweater, hat, shirt, coat
- Hiking outfits and materials: canteen, cup, money, grease for shoes, compass, knife, watch, pedometer, handkerchiefs, matches
- Equipment for overnight hikes
- Food for the hike: kinds, amount, and methods of carrying
- Safety-first precautions: first-aid kits, comforts, and outfits
- Care of the feet: bathing, hardening, and resting
- Common foot troubles, prevention and treatment: blisters, corns, strained or swollen muscles or joints, cramps, bruises
- The danger of overstrain in hiking
- Methods of signaling and practice in signaling while on the hike   Coöperation with the Signaling Club in these activities
- Practice of tracking: soft-footed animals, hoofed animals, and human beings
- Etiquette of the woods
- Trail-blazing methods
- Map making and reading: directions, conventional signs, scaling
- The practice of camp cookery
- Types of fires: uses, methods of making, extinguishing
- Hiking by compass and watch
- Determining directions by "natural compasses": moss, moisture on bark, thickness of bark, pointing of tip of tree, plants on sides of hill, shadows cast by tree trunk and branches, etc.
- Night hiking activities: hiking by compass, stars, and lights
- Hiking privileges and property rights
- Hikers' responsibilities for damaging of property by fire, tearing down fences, leaving gates open, frightening cattle, destroying crops, and stealing fruit
- The rules of the road in hiking
- Safety first in hiking: crossing tracks, streets, streams, fences, and bridges
- Dangers in rolling stones down hill, throwing rocks, playing "follow the leader"
- Learning health and hiking slogans as pass words for each hike
- Securing variety in the hiking program: corn roast, wiener hike, swimming, skating, sledding, sleighing, hayrack, and bob-sled parties
- Nature-study identification, contests, and games
- Nature-study hiking: study of plants, mushrooms, birds, trees, fish, snakes, animals, flowers, rocks, soils, formations, astronomical phenomena, caves, scenery, and other items of unusual interest

Nature photographing, sketching, drawing, modeling from clay

Study of nature's methods of protecting her animals

Nature under the magnifying glass. water, insects, leaves, flowers

Preparation of hiking exhibits maps, pictures, sketches, snapshots, mounting flowers or leaves, insects and small animals, butterflies, bird's eggs and nests

Correlation with the Botany, Bird, Museum, Nature Study, Taxidermy, Zoology, and similar clubs in hikes and hiking projects

First aid in accidents: cuts, bruises, scratches, burns, stings, sunstroke, heat exhaustion, bites of various kinds, falls, sprains, bleeding, broken limbs, fainting, poisons

Campfire activities: stories, games, stunts, and fire-lighting ceremonies

Keeping an official record of the hikes taken, miles hiked, events, maps, attendance

Assembly program dramatizing club activities

Study of great hikes and hikers: Edward Payson Weston, Daniel Boone, John Burroughs, John Muir, Ernest Thompson Seton, Dan Beard, and others

The history of road and track walking, with a discussion of the records and activities of such champions as Larner, Butler, Hammond, and others  
The revival of professional walking about 1875.

Contests in walking competition, road, track, "go-as-you-please," etc

A study of the work of the Associated Mountaineering Clubs of North America and similar hiking organizations

Study of the literature on the subject, both fiction and nonfiction

#### REFERENCES

The best material on hiking will probably be found in books dealing with camps and camping and in appropriate books suggested in the field of nature-study clubs. A great deal of descriptive material has been published about travels, trips, and hikes, by such men as John Muir, John Burroughs, Henry David Thoreau, Robert Louis Stevenson, Bradford Torrey, Enos A. Mills, and others. A bibliography of this type of material may be obtained from any library or from the Boy Scout Merit Badge booklet on *Hiking*. In addition to this pamphlet the Scout Merit Badge pamphlets on *Pioneering* and *Pathfinding* as well as the *Scout Handbook* contain valuable suggestions. The *Out-of-Door Library*, published by Charles Scribner's Sons, will also be found helpful

## CAMPING

OUTING, BACK TO NATURE, TENTING, FIELD AND STREAM,  
LAKESIDE

## ACTIVITIES AND PROGRAM MATERIAL

The selection of a camp site: consideration of such items as accessibility, drainage, sanitation, water and fuel supply, protection from the weather, disposal of refuse

Camp buildings and equipment: shelters for supplies and campers, sanitation, cooking, sports and recreation, educational equipment

Pitching a tent and ditching it

The clothing suitable for camping

Camping beds, blankets, cots, sleeping bags

Protection from insects, mosquitoes, flies, etc. by use of fires, screens, dopes, and headnets

Provision for water and fuel supply

Kinds of firewood suitable for fuel

Starting fires by friction and by flint and steel

Washing clothes in the camp

Camp business management: records, diary, reports, blanks, etc.

Consideration of first-aid supplies and equipment

Health and the sanitation of the camp

Personal quarters and camp inspections

Construction of recreational apparatus: raft, boat, tower, dock, spring-board, material and equipment for games

Building of bridge, scaffold, trestle, anchorages, gabions and facines: timbers and materials, pile driving, lashing, and splicing

Camp activities such as the following

Instruction and practice in nature study and woodcraft

Drill in campcraft

Instruction and practice in first aid

Games and recreation in the camp, in the woods, and in the water

Patriotic ceremonies, flag raising and lowering

Religious services, with talks, music, devotionals, and meditation

Development of trophy case, aquarium, garden, or museum

Camp sketching, drawing, and photographing

Arranging for the usual camp meals, and also hiking meals

Scheduling of and providing for periods of rest and sleep



Visitors' day in camp . preparation for and activities of

Hiking to various points, historical, scenic, etc , away from the camp

Stunts, dramatics, and stories around the campfire

Celebration of special days, Fourth of July, birthdays

Camp cookery, with a consideration of the following topics .

Kinds, amounts, and appropriateness of foods for the camp

Outdoor cookery : making fireplace or stove of logs, stone, bricks, sod, or in a trench

Equipping the fireplace with a crane or spit

Building a fire in the rain or wind

Extinguishing the fire

Types of fire : flame, coal, reflected, hot ashes, etc.

Outdoor baking of bread, pies, and cakes

Preparation of hot drinks, coffee, tea, and cocoa

Preparation of cold drinks, water, lemonade, punch, and orangeade

Fresh meats vs. canned meats

Methods of stewing meat and vegetables . frying fish, frogs' legs, and bacon ; boiling eggs, potatoes, corn, and beans , baking potatoes and other vegetables ; broiling steaks and other meats

Methods of preparing and serving fruits

Methods of camp refrigeration : protection of food from heat, moisture, insects, and animals

Making of charts showing balanced diets for the camper

Ways of preparing drinking water to insure purity

Carving and serving

Preparation of rations for hikers

Disposal of sewage, garbage, and refuse : building an incinerator

Breaking camp : leaving the site in orderly condition

Reading and study of various kinds of nature and recreation books ; the development of a camp library

Visits to other camps for study and inspection

Winter camps and camping

Assembly programs dramatizing camp life and activities

Study of camping guides, folders, and equipment catalogues

Great camps and campers

Vocational opportunities in camping as director, adviser, leader, equipper, guide, cook, etc.

Opportunities for learning these vocations

## REFERENCES

## BOOKS

- BEARD, D. C. *Shelters, Shacks, and Shanties* Charles Scribner's Sons.  
—— *The Field and Forest Hand Book*. Charles Scribner's Sons  
BURR, H. M. *Around the Fire* Association Press.  
CAVE, E. *The Boy's Camp Book*. Doubleday, Doran and Company.  
CHELEY, F. H. *Told by the Campfire*. Association Press.  
—— and BAKER, G. C. *Camp and Outing Activities*. Association Press.  
GIBSON, H. W. *Camping for Boys*. Association Press.  
KEMP, O. *Wilderness Homes*. Rand, McNally and Company  
KEPHART, H. *Camping and Woodcraft* (2 vols). Macmillan Company  
MARKS, J. *Vacation Camping for Girls*. D. Appleton and Company.  
MILAN, A. B, and OTHERS *Camp Cookery* Ginn and Company.  
MILLER, W. H. *Campcraft*. Charles Scribner's Sons.  
SETON, E. T. *The Book of Woodcraft*. Woodcraft League of America  
Doubleday, Doran and Company.

## MAGAZINES

- Field and Stream*, 578 Madison Avenue, New York.  
*Forest and Stream*, 221 W. 57th Street, New York.  
*Fur, Fish, Game*, 174 E. Long St., Columbus, Ohio.  
*Hunting and Fishing*, 108 Massachusetts Ave., Boston, Mass.  
*Journal of the Outdoor Life*, 370 Seventh Avenue, New York.  
*Outdoor Life*, Outdoor Life Publishing Company, Denver, Colo.  
*Outdoor America*, Chicago, Ill.

Much fine material will be found in the *Handbook* of the Boy Scouts as well as in other booklets and publications of this and similar organizations. Advertising booklets and catalogues of all kinds dealing with camp life and equipment will also be found valuable.

## SIGNALING

## ACTIVITIES AND PROGRAM MATERIAL

Study of the history of signaling including the methods used by the Indians and others · smoke and fire signals, sounds, signs, floating signals, flashing sun from spearheads and shields, etc.

- William Penn and his influence on marine signaling
- The uses and the importance of signaling in peace and in war
- Codes used. International Morse alphabet, Continental Code or General Service, and the Semaphore Code
- Equipment used: construction, operation, and repair
- Abbreviations and conventional signals commonly used
- Semaphore signaling: use and methods
- Flag kits and equipment for signaling
- Care of flag equipment and kits
- Flag signals as used by the navy
- Varying the flag to suit its background in order to obtain better visibility
- Signaling with the buzzer: its construction and maintenance
- Signaling by means of a shutter
- Panel signaling as used by aviators
- Weather signs and signals
- Sun signaling with the use of the heliograph. construction and operation
- Night signaling with the use of lights and searchlights
- Night signals used in air mail, express and passenger service
- Signaling as used by engineers and surveyors
- Signaling by means of the hand and arm, the bugle, and the whistle
- Signaling with the use of smoke and fire, and floating signals
- Cooperation with Hiking, Travel, and other clubs on various activities of mutual interest
- The place of wireless in signaling
- Assembly program with demonstrations and illustrations
- Vocations in signaling: in Army and Navy, Geological Survey, Forest Service, Signal Service, Air Service, in maritime pursuits
- Opportunities for education in these vocations

#### REFERENCES

- GIBSON, J. *How to Signal by Many Methods* Gale Publishing Company  
STEEVER, E. Z. *Cadet Manual*. J. B. Lippincott Company.  
TAYLOR, C. K. *Boys' Camp Manual* The Century Company.  
WELLS, E. *Outdoor Signalling*. The Macmillan Company.

Other material may be obtained from the Boy Scout *Handbook* and Merit Badge booklet on *Signaling*; the Radio Department of *Boy's Life*; discussion of Radio Club in this book; magazines and papers; from radio magazines; and from catalogues and bulletins of radio manufacturers

## SAILORS

SEAMANSHIP, BOAT, MARINE, MODERN MARINERS, JACK  
TARS, THE MAST

## ACTIVITIES AND PROGRAM MATERIAL

The importance of ships and shipping

Types and purposes of sailing vessels · sloop, schooner, barkentine, bark, ship, etc.

The construction and principles of operation of these various types of vessels

Nautical terms: aft, batten, bilge, bulwarks, keel, bow, stern, quarter-deck, starboard, thwarts, top-sail, dogwatches, coil, cat, galley, amidships, anchor

Handling a row boat: rowing and sculling

Coxswain's orders: Shove Off, Let Fall, Up Oars, Stern All, In Bow, Out Oars

Types and uses of splices · short, long, and eye splice

Knots, principles, uses, and methods of tying: rolling hitch, bowline, car-rick bend, timber hitch, single and double sheet bend, fisherman's bend, ratline, hitch, reef knot, clove hitch, and others

Methods and uses of whipping the end of a rope

Study and practice of "reeve off," and flinging a rope coil

The sailor's stitches and their uses: herringbone, flat seam, and round seam

Methods of sounding: the lead line and patent log

Blocks, types, construction, and uses · snatch, iron bound, gin, and others

Instruments of the pilot: compass, sextant, and barometer, and their uses

Pilotage and use of charts, sextant, maps, compass

Learning to "box the compass"

Methods of locating the ship

Weather and tides and their influences on shipping and sailing

Types, function, and operation of anchors and ground tackle

The lights used on sailing and power vessels, and their meaning

Study of the rules of the road and marine courtesy with demonstrations by means of models or drawings

Methods of signaling: whistle, fog horn, siren, bell, lights, flags, semaphore, and radio

Distress signals: types, how and when used

Life-saving devices: preservers, rafts, boats, etc and their operation

Fire protection on ships. fire fighting methods, drills, and equipment

Protection of shipping from reefs by means of buoys, horns, bells, whistles, lighthouses, and lightships

Life-saving stations. their location, equipment, methods, and work

Steam and electric ships: their history and development

Motor boats: types, sizes, construction, motors, regulations concerning, handling

Canoes and canoeing

Models and model building. competitions, races, and other contests

Submarines: principles, history, types, uses, construction, and operation

Seaplanes, flying boats, and sea sleds: construction, uses, and operation

Types of war vessels: their main characteristics and function

Famous inventors and their contributions to seamanship

Famous sailors and their trips and travels

Old myths and fables concerning the sea

Stories, poems, and movies relating to the sea and sailing

The rights of the sea

Privateering and piracy: definitions and stories

Great sea catastrophes and their causes and prevention

Comparison of the merchant marine of the United States with that of other countries

The question of subsidy for our merchant marine

Study of the fish, animal, and plant life of the sea

Swimming as a prerequisite to seamanship

Methods of life saving: breaking death holds, resuscitation, etc.

Visits to shipyards, docks, wharfs, and museums to see ships and shipping, models, old ships, and methods

Reports by members on river, lake, sea, and ocean trips

Making and exhibiting models of famous ships or types

Holding of spring regatta and races

Assembly program with pictures, illustrations, and dramatizations This club might cooperate with the Travel Club in various ways It might also act as a clearing house for material on trips, sailings, companies, etc. to those teachers and pupils interested in making trips.

Vocations in seamanship: in the navy, coast guard, lakes service, merchant marine, engineering and ship building, occupations and vocations on ship-board

Opportunities for education in these occupations: schools of navigation

## REFERENCES

## BOOKS

- ADAMS, W. T. *The Boat Club*. Lothrop, Lee, and Shepard.
- BALLANTYNE, R. M. *The Life Boat*. Lothrop, Lee, and Shepard
- CAVILEER, J. W. *Model Boat Building*. Bruce Publishing Company.
- CHATTERTON, E. K. *The Marvels of the Ship*. J. B. Lippincott Company.
- CORBIN, T. W. *The Romances of Light Houses and Life Boats*. J. B. Lippincott Company.
- CROWDER, W. *Dwellers of the Sea and Shore*. The Macmillan Company.
- DAVIS, C. G. *Harper's Boating Book for Boys*. Harper and Brothers.
- HANCOCK, H. I. *Motor Boat Club Series*. Henry Altemus Company.
- HENDERSON, W. J. *Elements of Navigation*. Harper and Brothers.
- HOWDEN, J. R. *The Boy's Book of Steamships*. Doubleday, Doran and Company.
- KENEALY, A. J. *Boat Sailing, in Fair Weather and Foul*. Outing Publishing Company.
- LOEMING, J. *Ships and Cargoes*. Doubleday, Doran and Company
- MCCANN, E. A. *Ship Model Making*. Volumes I, II, and III. Norman W. Henley Company.
- MILLER, R. J. *Around the World with the Battleships*. A. C. McClurg and Company.
- MORTON, E. T. *Navigation for the Amateur*. The Macmillan Company.
- PATTERSON, H. W. *Small Boat Building*. The Macmillan Company
- Popular Mechanics Boat Book*. Popular Mechanics Press.
- SCHOETTLE, G. *Sailing Craft*. The Macmillan Company.
- SLAUSON, H. W. *The Motor Boat; Its Selection, Care, and Use*. Outing Publishing Company.
- SPEARS, J. R. *The Story of the New England Whalers*. The Macmillan Company.
- STEPHENS, W. P. *Boyhoods of Our Navy Heroes*. Harper and Brothers.
- STONE, H. L. *Yachtsman's Handbook*. Outing Publishing Company.
- TALBOT, F. A. *The Steamship Conquest of the World*. J. B. Lippincott Company.
- YATES, R. F. *Boys' Book of Model Boats*. The Century Company.
- Fine material about Sea Scouting is issued by the Boy Scouts of America, Park Avenue Building, New York City.

## AIRCRAFT

JUNIOR AVIATORS, FLYERS, BIRDMEN, AIRPLANE, FLYING, WINGS, ACES, MODERN TRANSPORTATION, WRIGHT, LINDBERGH, PROPELLER, UP AND UP

## ACTIVITIES AND PROGRAM MATERIAL

The history of flying with reports and discussions of attempts dating back to the mythological Icarus · on Leonardo da Vinci, Henson, Cayley, Hargrave, Gallaudet, Lillenthal, Chanute, Langley, the Wrights, Bleriot, Curtiss, and many others, the main contribution of these men

Study of the terms used in aviation: fuselage, pontoon, airdrome, wings, rudder, streamline, seaplane, gliding angle, margin of safety, aspect ratio, under-carriage, turnbuckle, spar, strut, flying wires, aileron, elevator, empennage, cockpit, spreader bar, stick, chord, wing curve, angle of incidence, gap, overhang, stagger, span, dihedral, wing, and power loading, radius of action, useful load, webs, capstrips, stability, tachometer, altimeter, longeron, stalling, banking, propeller, pitch, trailing edge, cabane, airfoil

Main divisions of aviation: heavier-than-air and lighter-than-air

The principles of sustained flight. pressure and suction

Relation of air speed to ground speed

Study of the construction of an airplane: the various parts, their construction, function and operation, maintenance and repair

The building of a small glider, airplane, or models of famous airships

Operation and control of the airplane: various methods and combinations of them

Aerobatics: loop, vertical bank, tail spin, dive, zoom, wing-over, Immelmann turn, stall, falling leaf, tight spiral, side slip, inverted flight, etc.; illustration with pictures, drawings, and small models

Instruments, their construction, function, and operation: altimeter, tachometer, compass — magnetic and earth inductor, switches, gauges — gas and oil pressure and gasoline level, air speed indicator, bank and turn indicator, inclinometer, thermometer, clock

Comparison of water-cooled and air-cooled motors: advantages and uses

Study of famous motors: water-cooled — Liberty, Hispano-Suiza, Curtiss, Packard, Rolls Royce, Beardmore; air-cooled — Gnome, Le Rhone, Wright, Anzani, Siemens-Halske, Pratt and Whitney

The principles, advantages, and disadvantages of the rotary motor

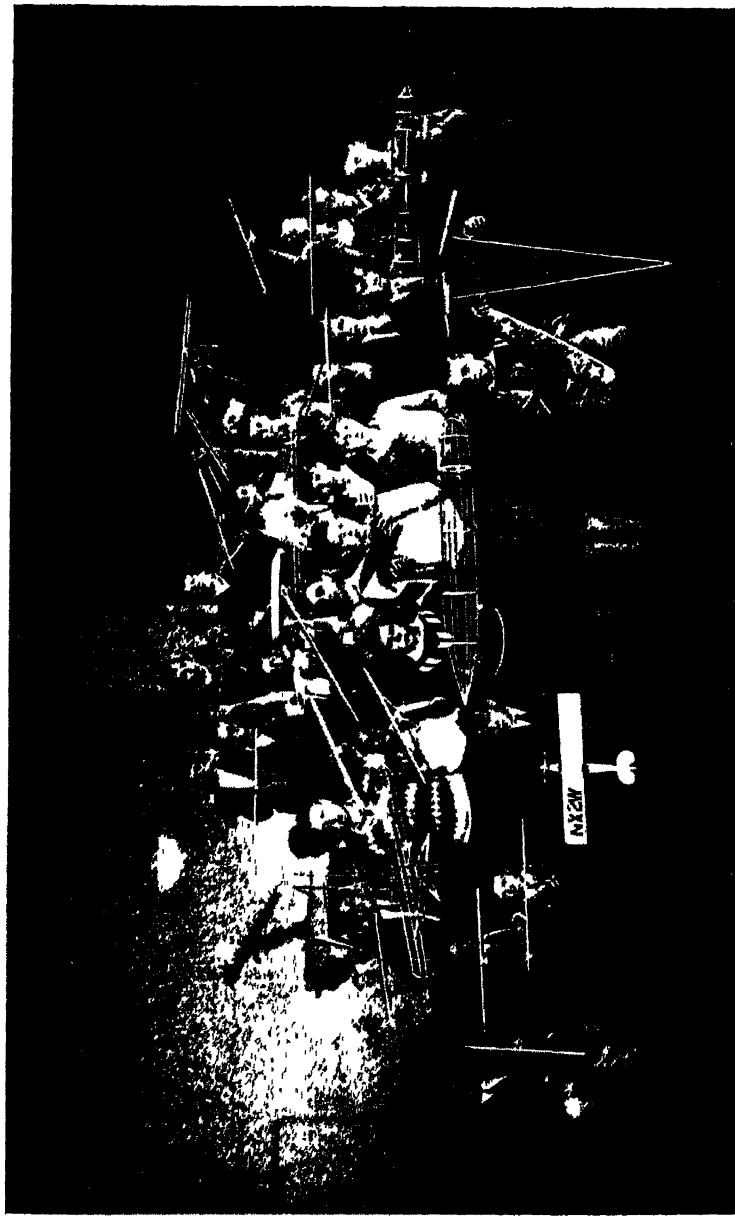


FIGURE 20. Because of the rapidity with which aviation is developing an Aircraft Club is interesting and timely. Note the great variety of types of aircraft represented in this picture of the Aircraft Club of the Lafayette Junior High School, Uniontown, Pennsylvania



Superchargers: function, construction, and operation

Starters: hand inertia, electric, booster, air

Propellers, wood and metal: materials, construction, maintenance, and use

Landing gear: types, principles, construction, and uses

The use of duralumin and other metals in airplane construction. spar, rib, covering, fuselage construction, engine mounting, propeller and control mechanism

Methods of maintenance. equipment, records, repairing, testing

The flying field and its equipment: size, shape, surface, hangars and shops, administration and other buildings, wind and weather signals, night-flying lighting

Government regulations and restrictions on airplanes and pilots

Clothing of the pilot: suits, goggles, face masks, gloves, helmet, boots, etc., also clothing used in high-altitude work, electrically heated outfits

Oxygen apparatus and other equipment for high-altitude flying

Aerial photography and mapping: equipment, methods, and uses

Crop dusting: equipment, materials, and methods

The airplane in war: types — pursuit, bombing, attack, observation, sea-plane, shipboard fighter, general purpose, etc.; function, size, construction, and armament

The airplane in peace: types of air-mail and light and heavy commercial planes

Records in aviation: speed, endurance, distance, altitude, stunting

Famous flyers and their contributions

Stories of aviation by local flyers or mechanics

Study of photographs, drawings, catalogues, illustrations, and the Army silhouettes

Use of material from *Aviation*, *Aero Digest*, *Popular Aviation*, and *Popular Mechanics* magazines

Common accidents and their causes: safety first in the air

Parachutes: types, construction, and uses

Unusual types of flying machines: helicopter, ornithopter, "pterodactyl," autogiro

Making and flying of models of various kinds; chassis, rise-off-water, indoor, single and double pusher and tractor, scale models

Woods used in models: bamboo, balsam, spruce, white pine, cypress, red-wood

Methods of bending bamboo by means of nail forms and heat

Balancing the propellers, two-, three-, and four-bladed

Covering the wings

Methods of launching

Accessories eggbeater, winding hooks, measuring devices, markers, "first-aid-for-models" kit, carrying box

Model competition in beauty (workmanship and design), altitude, speed, acrobatics, endurance, distance, weight carrying

Building and entering models in the National Miniature Airplane Tournament of the Playground and Recreation Association of America, and the National Contest of the Airplane Model League of America sponsored by *The American Boy* magazine. In 1928 this League enrolled more than 200,000 members, held National Contests in Detroit and sent the winners to Europe.

Glider making and flying, sling shot, hand launched, etc.

Contests with other clubs in model making and flying

Kite making and flying: demonstration of small parachutes sent up kite string; pulling, acrobatics, altitude, and similar contests

Kite-flying demonstration and contest on school field day

Entering the Air Marking Campaign promoted by *The American Boy* magazine Address: American Boy Air Marking Headquarters, 550 West Lafayette Boulevard, Detroit, Michigan.

Flying "spinner" tops of wood and metal

Trips to aviation fields, hangars, and repair shops

Assembly program on aviation: slides, motion pictures, discussions illustrated with drawings, and models and demonstrations with flying models

Lighter-than-air flying: types of aircraft — balloons and dirigibles, their construction, function, and operation

Records of famous dirigibles: The First Lebaudy, La Patrie, Zeppelin II, Clement-Bayard II, Wellman's America, Deutschland, Shenandoah, the Los Angeles, the Norge, the Graf Zeppelin

Lighter-than-air craft in war: captive balloons, "sausages," blimps, and airships; their military functions and values

Famous airship pilots and their records

Promoting toy-balloon competition of various types

Vocations in aviation: engineering, designing, manufacturing of airplane and motor, testing, piloting, factory, field, hangar, and shop work of various types, instructing, army and navy activities, mail carrying and commercial work, aerial photography.

Opportunities for education in the vocations of aviation.

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BLACK, A. *Transport Aviation* Simmons-Boardman Publishing Company.  
BURGESS, C. P. *Airship Design*. Ronald Press Company.  
CLEVINGER, C. P. *Modern Flight* Popular Aviation Publishing Company.  
COLLINS, A. F. *Boy's Book of Model Airplanes* The Century Company  
— *The Boy's Airplane Book*. F. A. Stokes Company  
DUKE, D. *Airports and Airways* Ronald Press Company.  
EATON, H. N. *Aircraft Instruments* Ronald Press Company  
FRAZIER, C. *Heroes of the Air*. T. Y. Crowell Company.  
GARBER, P. E. *Building and Flying Model Aircraft*. Ronald Press Company.  
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JONES, E. T., and OTHERS. *Aircraft Power Plants*. Ronald Press Company.  
MILLER, C. M. *Kite Craft and Kite Tournaments*. Manual Arts Press.  
PAGE, V. W. *Modern Aircraft*. Popular Aviation Publishing Company  
REEVES, D. M. *Aerial Photographs*. Ronald Press Company.  
SHERMAN, W. C. *Air Warfare*. Ronald Press Company  
STUDLEY, B. *Practical Flight Training*. The Macmillan Company.  
WARNER, E. P. *Aërostatics*. Ronald Press Company.

## MAGAZINES

- Aero Digest*, Aero Digest Publishing Company, New York City.  
*Airway-Age*, Simmons-Boardman Publishing Company, New York City  
*Aviation*, Aviation Publishing Corporation, New York City.  
*Aviation and Aircraft Journal*. New York City.  
*Popular Aviation*, Popular Aviation Publishing Company, Chicago.  
*United States Air Service*, Air Service Publishing Company, Inc., Washington, D. C.

Material on building model planes may be obtained from Paul E. Garber, Model Aircraft Consultant, Playground and Recreation Association of America, 315 Fourth Avenue, New York City, and *The American Boy* magazine, Detroit, Michigan.

## CYCLING

## WHEEL MEN, PEDALERS, CYCLERS, CYCLISTS, BIKERS

## . ACTIVITIES AND PROGRAM MATERIAL

The development of the bicycle through its various stages

Types of bicycles: general purpose, racing, trick, and freak

The selection of the bicycle: what to look for and what to avoid; study of catalogues

Getting a bicycle that "fits": and adjusting it to the rider

Good riding form: position and distribution of weight

Correct form in pedaling

Study of gearing: definition, illustration, importance, types, and uses

Adjustment of the wheels, bearings, cranks, seat, and handle bars

The chain care, cleaning, repair, removal, and replacement

Disassembling and assembling of the hubs

Complete overhaul: replacement of worn parts

Construction, function, operation, and care of the brake

Brakes on the front wheel: construction and operation

Truing or tuning up the wheels

The selection and care of tires

Mounting and dismounting the tire

Methods of repairing punctures with rubber bands, patches, and brass and metal plugs

"Can't Leak" preparations for use in the tire

Tire valves and valve troubles

Types and uses of seats and saddles

Cleaning, oiling, and greasing the bicycle

Painting and refinishing the bicycle

Types, operation, and care of lights for night riding

Bicycle racing: promotion of races and exhibitions

Relation of weather to the racing program

Training for riding: endurance, speed, stride in racing

Study of the construction of a professional velodrome

Trips to bicycle races, exhibitions, factories, stores, and museums

First-aid and safety-first precautions

Stunt and trick riding: principles and practice

Trips to vaudeville houses where trick riders perform

Club trips and hikes, short and long (at vacation time), to the country, city, parks, and other interesting places

- The equipment for an extended hike . method of carrying
- Bicycle games, relays, races, polo, etc for field day
- The bicycle rider's road and highway rights
- Cycles and cycling in other countries
- The cycle corps of modern European armies : function, organization, and equipment
- Stories of cycling trips : cycling logs
- Study of great riders such as Frank Cramer, Freddy Spencer, Charley Winter, Alphons Goosens, Franco Georgetti, and famous racing teams
- Study and inspection of motor bikes and motor cycles
- Vocational activities such as messenger, delivery, errand, and similar work

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- ALLEN, J W. *Wheel Magic* Lane Publishing Company
- BAGG, L. H. *Ten Thousand Miles on a Bicycle* Karl Kron, 1106 Riverdale Street, Springfield, Mass.
- GARRISON, W. E. *Wheeling Through Europe* Christian Publication Company.
- GRIFFIN, H. H. *Cycling*. F. A. Stokes Company.
- MURPHEY, C. C. *Around the United States by Bicycle* C. C. Murphey, Jackson, Michigan
- PORTER, L. H. *Cycling for Health and Pleasure*. Dodd, Mead, and Company.
- STEVENS, T. *Around the World on a Bicycle*. Charles Scribner's Sons.

#### MAGAZINE

- American Motorcyclist and Bicyclist*, 239 W. 39th St., New York.

#### RADIO

LISTENERS IN, BROADCASTERS, WIRELESS, STATISTICIANS,  
WIRELESS WIZARDS, RADIO BUGS, ANTENNÆANS, ON THE  
AIR, SIGNING OFF

#### ACTIVITIES AND PROGRAM MATERIAL

The history and development of wireless transmission : inventors and discoverers and their contributions

The principles, function, construction, and operation of important radio units, equipment, and accessories: vacuum tubes, batteries, grounds, condensers, coils, keys and transmission apparatus, microphones, protective devices, speakers, loops, aërials, switches, transformers, rheostats, counterpoise

Demonstration showing methods of hook up: drawing of these with symbols

The construction of a crystal-detector set

The crystal rectifier

Minerals used in crystal-detector sets

The vacuum tube as a rectifier

The vacuum tube as a detector and amplifier

Waves: continuous, modulated, damped

Wave lengths and frequency

Wave meters

Types of antenna; underground, tape, twisted-wire, single-strand, ball

Installing the antenna or aerial: length, construction, connection, grounding, and protecting. Rules and regulations.

Underwriters' laws concerning safeguarding the radio apparatus

Government regulations for and restrictions on amateurs

The various types of operator's licenses and qualifications for obtaining them

Practice in sending and receiving codes on buzzer sets

Conventional abbreviations and signals

New developments in radio equipment and accessories

The shield grid tube

A C type tubes

Wireless telephony and television

Short-wave reception

Short-wave adapters

Visits to sending and receiving stations to see equipment and demonstrations

Locating and eliminating sources of interference with broadcast programs, such as X-ray machines, spark coils, motors, and defective electric connections

Running tests and keeping records on comparative merits of different makes of tube and batteries and of permanent parts of the sets

Reports by members on new types of parts or newly discovered circuits

Experimentation with various radio activities and equipment



FIGURE 21. The Radio Club is another newcomer to our list of school clubs. Equipment may be made or bought. The Equipment Committee of the Radio Club will find the radio shopkeeper a valuable source of information.

Affiliation with American Radio Relay League

Obtaining a school license for amateur station

Short wave transmission

Building the school station: the transmitter; the short wave receiver

Transmission of school news and events

Assembly programs of demonstrations, and of outside programs, music, and speeches

Discussion of views and debates on results of Federal Radio Commission on chain broadcasting, on optimum number of broadcasting stations, on type of program desired, and similar topics

The club acting as clearing house for all radio questions and inquiries from the school helps to buyers, settling problems of installation and receiving, repairing and maintaining of sets, etc

Pictures, films, and reports, explaining devices and equipment

Making of scrapbooks of magazine and newspaper material of interest and value

Visits of the club to the homes of members for demonstrations and study

Building a school set with the help of the manual training department

Vocations in radio: engineering, inventing, telegraphing, announcing, installation, repair and maintenance work, sales work, both for company and as private enterprise, factory and manufacturing positions

Educational opportunities for these positions and this work

## REFERENCES

### BOOKS

*Better Radio Reception.* Radio Manufacturers Association, Inc

BUCHER, E. E. *Practical Wireless Telegraphy.* Wireless Press.

— *Wireless Experimenter Manual.* Wireless Press.

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DUNLAP, O. E. *Radio Manual* Houghton Mifflin Company.

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HOGAN, J. V. L. *Outline of Radio* (Rev.). Little, Brown, and Company.

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— *Magic of Communication.* American Telephone and Telegraph Company, 195 Broadway, New York.



- NILSON, A. R. *Radio Questions and Answers on Government Examination for Radio Operator's License.* McGraw-Hill Book Company
- SOLAR, F. I. *Radio Craft* Bruce Publishing Company.
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- Signal Corps and Navy Radio Text Book — Principles Underlying Radio Communication* Government Printing Office, Washington, D C
- TAUSSIG, C. W. *Book of Radio.* D. Appleton and Company.
- 1001 Radio Questions and Answers.* Experimenter Publishing Company, New York.
- Radio Amateurs' Handbook.* American Radio Relay League, Hartford, Conn.
- Radio Listeners Guide and Call Book.* 230 Fifth Avenue, New York.

## MAGAZINES

- Popular Radio*, Popular Radio Inc., New York City
- QST*, American Radio Relay League, 1045 Main Street, Hartford, Conn
- Radio News*, Experimenter Publishing Company, 236 Fulton Street, New York.
- Radio Broadcast*, Doubleday, Doran and Company, Garden City, N. Y.
- Publications of Bureau of Standards may be obtained from the Superintendent of Documents at the Government Printing Office, Washington, D. C.

## ARCHERY

## LONG BOW, ROBIN HOOD, ARROW, QUIVER, DART

## ACTIVITIES AND PROGRAM MATERIAL

- The history of this, the next to the oldest of ballistic weapons
- The archery of the ancients. Egyptians, Assyrians, and Babylonians
- Archery of the Indians, Romans, and English
- The African Bosjesmen or bushmen and their poisoned arrows
- Archery in famous battles: Hastings, Poitiers, Crecy, Agincourt, Flodden
- Field, Halidowne Hill, Shrewsbury
- Terminology of archery: York, American, and Team rounds, wands, clout, flight, and butt shooting, roving
- Body armor and protection from arrows
- The woods of famous bows: yew, lemonwood, osage, wych-elm, backed red cedar, Minnesota ironwood, stopperwood, locust, hickory

Foreign woods · names and methods of procuring

Parts of the bow: handle, belly, nocks, top horn, and bottom horn

Making a bow: seasoning the stave, planing, tapering, tillering, sandpapering, polishing, and varnishing

Materials and methods of making the cord or string: linen thread, beeswax

Methods of testing and bending the bow

Material for the arrow: magnolia, birch, or beech

Construction and use of the shooting board making the arrow straight and stiff in order to avoid buckling and gadding

Making the arrow: cutting, drying, planing, pointing, feathering, nocking, varnishing, and cresting

Testing the arrow for straightness by spinning it over the thumb nail

Other equipment: arm guard or bracer, shooting glove or finger tips, the tab, quiver, bow case

Construction of the target: winding and binding the straw back; cutting and painting the canvas or oilcloth cover with the proper circles

Making an easel for the support of the target

Stringing the bow

Shooting: assuming correct position, drawing, full draw, release

Field archery. use of broadhead arrow for small game, rats, etc.

Care of bow, arrow, and string: danger of dampness, use of oil and varnish

Courtesy and sportsmanship in archery

Safety-first precautions

Contests and competitions in both target and field

Shooting exhibitions at school meets, athletic and exhibition days, field day; write to National Archery Association, Boston, Mass., for suggestions

Hunting expeditions and activities

Rovers, the oldest game

Chevy Chase shooting: material, rules, etc. obtained from the Archers Company, Pinehurst, N. C.

Shooting at moving targets of various kinds · swinging, floating, rolling, and thrown

Discussion and playing of "Archery-Golf"

Assembly programs with demonstrations, dramatizations, history, literature

Study of other bow weapons: cross bow, bow gun, spear throwers

Arrow shooting with the blow gun or pipe

Study of archery in literature

*Ivanhoe* — Sir Walter Scott

*Sir Nigel* — Sir Arthur Conan Doyle

*The White Company* — Sir Arthur Conan Doyle

*Robin Hood* — Howard Pyle

*The Black Arrow* — Robert Louis Stevenson

*Red Eve* — Rider Haggard

*World's Desire* — Rider Haggard

*Shoulder Arms* — John Preston True

*Tekla* — Robert Barr

*The Witchery of Archery* — Maurice Thompson

Visits to equipment makers or sellers for inspection of equipment

Joining the National Archery Association, Boston, Mass

Visits to museum or other exhibits to see famous collections and material

#### REFERENCES

ELMER, R. P. *Archery* Penn Publishing Company.

GILBERT, H. *Robin Hood*. The Archers Company, Pinehurst, N C

MAXSON, L. W. *Spalding's Official Archery Guide*. American Sports Publishing Company

POPE, DR. S P. *Hunting with the Bow and Arrow* The Archers Company.

— *The Adventurous Bowmen* The Archers Company.

*The Archer's Handbook*, the Archers Company

Many sporting-goods houses have advertising pamphlets, booklets, and other material, which the club will find valuable Archery instructions, equipment, and materials for making equipment may be obtained from Supply Department, Boy Scouts of America, New York City, Chicago, or San Francisco, Archers Company, Pinehurst, N C, A P Knight Archery Company, Rome, N. Y; and Captain Jack Hoefer, Glendale, California

#### MARKSMANSHIP

RIFLE, GUN, EXPERT RIFLEMEN, MUSKETEERS, SHARP-SHOOTERS, MARKSMEN, TRIGGER MEN, SMOKELESS, DANIEL BOONE, BULLET, BULL'S-EYE, TARGETEERS

An important objective of the Marksmanship Club is the development of habits of being careful with firearms, particularly with those "not loaded." The sponsor of this club carries a great responsibility and should accept this responsibility intelligently by *insisting* that there be *no* violations of the Marksman's Code.

## ACTIVITIES AND PROGRAM MATERIAL

Types of rifles: target, automatic, sporting, heavy, service, free-rifle machine; uses and purposes of each; principles of mechanism

Construction and the mechanism of the rifle: barrel, stock forearm, breech, mechanisms, bolt, hammer, trigger, spring, firing pin, breech block, sights, action of rifle

Other equipment. sling, case, ammunition belt, cleaning equipment

Cleaning and caring for the rifle use of patches, oiling, cleaning rod, solvents, and nitro-solvents, brass brush for rust, quicksilver for lead

Principles and purposes of rifling: lands and grooves

Handling and carrying the rifle, loading and aiming

Directions for calls

Firing positions: standing, prone, kneeling, sitting

Trigger squeeze practice with empty rifle and rubber under hammer

Errors in sighting: too full, too fine, not centered, canting

Types and purposes of various kinds of ammunition. new non-corrosive cartridges

The mathematics of marksmanship

Allowing for windage

Making and marking a target

Construction of range and butts

Assembly program with marksmen "stunts," fake shooting, development of weapons, etc.

Foreign rifles and pistols

Pistols and revolvers. types, construction, and use. (Colt police targets may be obtained at \$10 per hundred from Colt Patent Firearms Company, Hartford, Connecticut)

Famous weapons and makers

Shotguns: types — single, double, repeating, automatic; gauges — 10, 12, 16, 18, 20, uses of each

The sharpshooter or sniper in war: equipment and work

Famous marksmen and their records

The history of firearms

Visits to museums to see collections of firearms, muskets, rifles, pistols, and revolvers

The qualification of a range officer by the National Rifle Association at Washington, D. C

Practice of the Marksman's Code regarding loading, pointing, "fooling," etc.

Attendance at shoots and matches of local sporting clubs

Matches between members of the club and between other clubs or schools

Much of this competition can be carried on by mail.

Fall hunting parties

Trapshooting: materials, methods, discussions, matches

Holding an exhibition match inviting the school and friends

Entrance into matches sponsored by the state, manufacturing companies, sporting clubs, and others

Joining the National Rifle Association; dues two dollars a year

Entering the National Matches of the Junior Rifle Corps of the National Rifle Association: qualifying as expert riflemen, sharpshooters, and marksmen. Coöperating with local rifle or gun club

The air rifle may be used in many interesting stunts and competitions. While not as accurate as a rifle or pistol, it is comparatively harmless and inexpensive.

#### REFERENCES

BAKER, C. *Modern Gunsmithing* Small-Arms Technical Publishing Company, Marshallton, Delaware.

CROSSMAN, C. E. *Small Bore Rifle Shooting*. Small-Arms Technical Publishing Company

HATCHER, J. S. *Pistols and Revolvers and Their Uses*. Small-Arms Technical Publishing Company.

HICKS, J. W. *The Theory of Rifle and Rifle Shooting* J. B. Lippincott Company.

HIMMELWRIGHT, A. L. A. *Pistol and Revolver Shooting*. The Macmillan Company.

*Points on Gun Club Organization*. E. I. Du Pont de Nemours and Company, Wilmington, Delaware.

*The American Rifleman* is a monthly magazine published by the National Rifle Association, Washington, D. C.

*Trapshooting Club Handbook*. E. I. Du Pont de Nemours and Company.

*Trapshooting Rules*. Hercules Powder Company, Wilmington, Delaware.

*Winchester Junior Rifle Corps*. Winchester Repeating Arms Company, New Haven, Connecticut.

Material may also be obtained from:

National Board for Promotion of Rifle Practice, Washington, D. C.

National Rifle Association, Washington, D. C.

Director of Civilian Marksmanship, Washington, D. C.

Interesting material may be obtained from the "Arms and Ammunition" sections of such magazines as *Outdoor Life*, *Field and Stream*, *Forest and Stream*, and others. See Camping Club.

## CHESS AND CHECKER

### ACTIVITIES AND PROGRAM MATERIAL

The origin of chess and its development in Hindustan, Persia, and Arabia  
Later development in Spain, France, England, and America

Benjamin Franklin as a chess player and author

Origin of the terms rook or castle, knight, bishop, king, and queen for the pieces

The chess board

Terminology of chess: castling, odds, drawn games, stalemate, gambit, checkmate

The movements of the various pieces and pawns

Values of the various pieces

Rules of the game: chess notation

Traditions, good sportsmanship, and etiquette as to choice of color, penalties, right of move, touching, false moves, etc

Types of opening moves for offense and defense

Methods of closing the games

Study of chess problems discussed in current magazines and newspapers

Plays and stratagems of famous players

Chess in literature. *Tempest* by Shakespeare

Biographies of chess champions: Paul Morphy, Alexander Alekhine, José Capablanca, Samuel Rzeschewski

Visits to chess tournaments and exhibitions

Trips to museums to see famous carved sets from India, China, Persia, Japan, Egypt, and other foreign countries

Great chess players, champions as well as greats who played

Chess tournaments within the club, in the school, and interscholastic. Members may be "classified" on the basis of number of games won. Tournaments may then be played within these groups and also between groups under handicap.

Checkers or draughts: origin in Egypt about 1600 B. C. and development through the Chinese, Italians, Turks, Greeks, Spanish, Polish, and English; occurrence among the natives of New Zealand; men and movements; champions; as played in other countries, France — Les Dames, etc.

## REFERENCES

## BOOKS

- COOK, W. *Chess Players' Compendium*. David McKay Publishing Company.
- FISKE, W. *Chess Tales and Chess Miscellanies*. Longmans, Green and Company.
- FOSTER, R. F. *Complete Hoyle*. F. A. Stokes and Company.
- HOPKINS, H. L., and BENKS, N. W. *Home Checker Companion* 35 S. Dearborn Street, Chicago, Illinois
- LEROUX, M. *Complete Guide to Games of Checkers and Chess*. Ottenheimer Company.
- MURRAY, H. J. R. *History of Chess*. Oxford Press
- POMEROY, M. E. *Checkers; World's Champion Match Games*. M. E. Pomeroy, 516 Security Building, Binghampton, N. Y.
- WOOD, W. J. *Gazette's Checker Department*. W. J. Wood, 118 Belvidere Street, Waukegan, Illinois.
- YOUNG, F. K. *Chess Generalcy*. International Publishing Company, 394 Atlantic Avenue, Boston, Massachusetts

## MAGAZINES

- American Chess Bulletin*, Cassell and Helms, 150 Nassau St., New York
- Journal of the Outdoor Life* (contains a Checker Corner), 370 Seventh Avenue, New York.
- See also Spaulding's Home Library

## COLLECTORS

STAMP, COIN, HANDKERCHIEF, CONNOISSEURS, ANTIQUARIAN SOCIETY, STAMPEDE, CURIOS, RUMMAGERS, LAVENDER AND OLD LACE, PHILATHETIC, AUTOGRAPH, PHOTOGRAPH, LACE, SLOGAN, QUOTATION, JEWELERS, ART COLLECTORS

Most young people like to collect articles, and the Collector's Club gives an opportunity for the widening of interest, deepening the appreciation, and increasing the opportunities for collection. The articles collected vary widely, the more common being stamps, coins, laces, curios, souvenirs, post-cards, handker-

chiefs, snapshots, photographs, autographs, papers, books, old magazines, dishes, pictures, tools, utensils, metals, ores, grains, woods, flowers, plants, jewels, epitaphs, poems, slogans, quotations, coats of arms, seals of families, societies, states, and nations.

#### ACTIVITIES AND PROGRAM MATERIAL

The club programs may be made up of displays, discussions, and talks about these articles.

History of the objects collected and their historical significance

Uses and purposes of the articles

The nations represented by the collections

The names and their original significance

The artist and artistry represented

Exchange of articles among the members of the group or school, with agencies, or with members of other clubs. A very interesting piece of work with some types of material may be done by exchanges with foreign pupils. Correspondence may be arranged and carried on with the coöperation of the Foreign Language clubs or through the educational authorities of these other countries and the exchanges arranged through them.

Talks and discussions by experts and local collectors

Visits to museums, stores, exhibits, and collections to see and study the various articles represented

Study and research in magazines and books

The proper methods of arranging a collection by means of display boards, cases, books, folders, files, etc.

An exhibition of the collections properly labeled and described may be made for the benefit of the school. This exhibit should be accompanied by an assembly program about the various articles. In some types of items, notably pictures, exhibits may be rented and the club can be responsible for the promotion of this exhibit.

#### REFERENCES

##### BOOKS

BLACKNER, J. R. *A. B. C. of Japanese Art* George W Jacobs and Company.

BOSANKO, W. *Collecting Old Lustre Ware*. Doubleday, Doran and Company.



- CONWAY, M. *Sport of Collecting*. F. A. Stokes and Company.
- DYER, W. A. *Early American Craftsmanship*. The Century Company
- EBERLEIN, H. D., and MCCLURE, A. *Practical Book of Early American Arts and Crafts*. J. B. Lippincott Company
- GUILD, L. V. *The Geography of American Antiques*. Doubleday, Doran and Company.
- HAYDEN, A. *Chats on Old Silver*. F. A. Stokes and Company.
- JOLINE, A. H. *Rambles in Autograph Land*. G. P. Putnam's Sons.
- KELLEY, J. G. *The Boy Mineral Collector*. J. B. Lippincott Company.
- MATHER, F. J., JR. *Collectors*. Henry Holt and Company.
- MELVILLE, F. J. *All About Postage Stamps*. J. B. Lippincott Company
- RAWLINGS, G. B. *Coins and How to Know Them*. F. A. Stokes and Company
- VERRILL, A. H. *The Boy Collector's Handbook*. Robert M. McBride Company.
- YORALL, J. H. *Collecting Old Miniatures*. Doubleday, Doran and Company.

#### MAGAZINES AND NEWSPAPERS

- American Philatelist*, American Philatelic Society, Cincinnati, Ohio.
- Collectors' Club Philatelist*, Collectors Club, New York City
- McKeel's Weekly Stamp News*, Severn-Wylie Jewett Company, Portland, Maine.

#### KITE

A club in the springtime very interesting to most boys, especially those of the elementary and junior high school, is the Kite Club. Its activities include discussions, and the construction and flying of kites.

#### ACTIVITIES AND PROGRAM MATERIAL

- Discussion of the history of kite making and flying
- The physics of kite flying: pressure, balance, equilibrium, etc.
- The various kinds of kites: diamond, bird, square, box, and cellular
- Materials used in kite construction: wood, paper, or fabric, tail, cord, paste, paint for decorating
- The construction of kites: making framework, covering, decorating, bridling, balancing

Reports on man carrying kites

Experimentation with several kites on the same string

Photography from camera platform on cord

Exhibition of kites and kite flying

Intracub and interscholastic kite flying contests

Kite flying between halves of the football games and at other athletic contests

Among the stunts which may be used in a kite tournament are the following:

1. 100-yard Dash. Kites to be started on signal, run out to the end of 100-yard cord, and wound back to the hand of the flyer

2. Altitude Contests. Kites started with even lengths of cord. Flyer works up kite as high as possible, in five minutes, and returns to starting line, where altitude is measured or estimated.

3. Messenger Race. "Messengers," pieces of cardboard, pulley and sail, eyelet, etc., are started up the string towards the kite. The first messenger to reach the kite wins.

4. Pulling Contests. Kites are run out to end of measured length of cords and scales used to determine pull of kites. Three or five pulls should be taken and averaged for the final score.

5. Novelty Competition. Unusual types or arrangements of kites, accessories, and flying material

6. Stunt Flying. The kites by manipulation and by construction or bridling are stunted by the flyers. The one which performs the most unusual maneuvers wins. Kites must stay in the air.

7. Artistic Competition. Kites are flown and judged for beauty (considering color, shape, decorations, etc.). Kites will be examined both in the air and on the ground.

8. Kite Battle. Kites are flown with equal measured cord. The flyer attempts to down his opponent by sawing cord, colliding, or stabbing his opponent's kite. The flyer must not interfere physically with opposing flyers on the ground. All flyers keep within designated and marked space. The kite which stays up the longest wins.

#### REFERENCES

- CARMICHAEL, H. W. *How to Build Birdhouses and Kites*. Successful Farming, 1718 Locust Street, Des Moines, Ia.
- KILBERT, B. S. C. *Kite Book*. Dodd, Mead and Company

MILLER, C. M. *Construction and Flying of Kites*. Manual Arts Press  
— *Kitecraft and Kite Tournaments* Manual Arts Press

### OTHER RECREATIONAL CLUBS

Additional Hobby and Recreational clubs found in schools include Parchesi, Quoits, Hunting, Trapping, Fishing, Tracking, Hypnotism, Puzzle, Magic, and other similar activities. These may be organized and conducted along the lines suggested for the other clubs of this chapter. Material on these clubs and activities may be obtained from the local library, from the books of such series as *Spalding's Athletic Library*, and *Merit Badge Booklets of the Boy Scouts of America*, from juvenile and sporting magazines, from local enthusiasts and experts, from departments and sections in newspapers and magazines, from the manufacturers of equipment, and from the toy and novelty stores of the community. See references of Boys' or Girls' clubs, p. 428.

## CHAPTER XVII

### SERVICE CLUBS

The service clubs are, as their name indicates, clubs formed for the purpose of rendering altruistic service of various kinds. The main objectives of these clubs are to develop high ideals of altruistic service, brotherhood, comradeship, and good fellowship; to offer opportunities for the practice of these ideals through welcoming new pupils and protecting them from embarrassing and humiliating foolishness, hazing, and similar horseplay; to give service to sick and invalid pupils and other absentees; to encourage the development of the extracurricular program of the school; to assist in the organization and handling of such activities as traffic, bulletin board, boosting, and others; to encourage the development of high ideals of scholarship, citizenship, leadership, and service, and to provide suitable recognition when these are attained; to provide opportunities for the boys and girls of the school to have occasional meetings in the interests of mutual good fellowship; to extend the influence of these high ideals to the community outside the school; in short, to improve the school, its life and activities.

#### WELFARE

GOOD CHEER, SERVICE, EVERYBODY HELPS, BETTER SCHOOL, STUDENT AIDS, FRIENDS, CLEAN CAMPUS CLUB, SUNSHINE SOCIETY, SOCIAL WORKERS, HOSPITAL, WILLING WORKERS, FRIEND IN NEED, WELCOME IN, ICE BREAKERS

#### ACTIVITIES AND PROGRAM MATERIAL

Making of picture books, Christmas-card books, scrapbooks, joke books, puzzles, and other books for use in children's hospitals and orphanages, veterans' hospitals, and other institutions, and for individual shut-ins

Making napkins, quilts, towels, and other articles for hospitals, clinics, and nurseries

Sewing of various kinds for institutions and needy individuals or families

Donation of baskets of food, coal, and similar necessities to needy families

Collecting, making, and distributing toys, games, and recreational equipment

Making, dressing, and sending dolls to local children's institutions, to those in other communities and other countries

Cutting, making, and sending paper chains, cut-outs, transparencies, lanterns, bells, trees, and other decorations at Christmas time

Collecting, repairing, remaking, and distributing cast-off clothing, hats, and shoes

Holding a Christmas tree celebration for poorer children

Sending fruit, flowers, letters, cards, magazines, books, jellies, jams, candy, puzzles, paper toys, to sick or injured members and other pupils of the school who are not club members

The investigation of causes of absence

Caring for the property of absentees

Carrying the assignments, books, and papers to absentees who are able to do their school work

Giving coaching assistance to weaker pupils

Acting as assistants to the principal and teachers. as messengers and ushers; caring for blackboards, books, papers, and wraps; adjusting windows and blinds, running errands; assisting substitute teacher or substituting for the teacher

Conducting of play, story-telling, and other recreatory hours for younger children

Reading and telling stories and the news to older folks

Giving courteous attention to school patrons, visitors, and friends

Assisting in welcoming new pupils and making them feel at home

Holding, or assisting in holding, a reception for freshmen and their parents

Acting as Big Sisters and Big Brothers to younger pupils

Promoting a sacrifice day or week in which the school shares in the giving of service

Campaigning for personal neatness and cleanliness

Promoting thrift activities of various kinds

Encouraging punctuality and regularity of attendance

Assisting in beautifying the schoolroom with pictures, flags, decorations, window and flower boxes, neat posters and signs; seeing that boards and

floors are clean, pictures hanging straight, coats and hats properly hung up. A central committee may inspect all rooms and mark or grade each room on general neatness, and post these reports daily

Beautifying the school property by planting and caring for shrubbery, trees, flower beds, and gardens; removing trash and papers; repairing broken fences, playground equipment; filling or covering unsightly places or holes; campaigning against billboards, unsightly neighboring vacant lots and corners; repairing broken walks; building and erecting bird houses, etc. (See Garden and Flower Clubs)

Carrying on safety-first activities in the school by inspection of school fire equipment and escapes; survey of dangerous possibilities in the school, crossings, obstructions; rubbish heaps and piles of rags and similar dangerous material; picking up all nails, broken glass, cinders, and sharp sticks and other dangerous articles which may cause accidents on the playground; promotion of no hitch-hiking or thumb-hiking campaigns. (See Safety-First Club.)

Caring for first-aid cabinet: seeing that it is fully stocked and kept so. First-aid practice for headaches, earaches, cuts and wounds, falls, fainting, and choking, sunstroke, overeating, frosted toes or fingers, sunburn, foreign matter in the eye, and bandaging. (See First-Aid Club.)

Conducting campaigns of service: manners and courtesy; broaden your interest; know your neighbor; friendliness and kindness; be patient; take an inventory of yourself; clean up and paint up; stick to school; earn, save, and give; watch your health; high standards of scholarship; school citizenship; vacationing; vocational conferences; protection of birds and animals

Welcoming and entertaining visiting athletic or debate teams, and other visitors from other schools

Taking charge of the opening and closing exercises, and exercise periods

Conducting hikes and trips for other pupils

Assisting in community projects of various kinds: survey of dangerous menaces; directing pageants and dramatics, entertainments, clean-up campaigns, solicitation; supervision of playgrounds and swimming pools

Last Christmas (1928) the pupils of the Theodore Roosevelt Junior High School, San Jose, California, coöperated with a downtown firm in welcoming their Santa Claus. The Committee organized a parade, planned costumes, met Santa at the railway station and escorted him to the store. The five hundred pupils were divided in groups according to the costumes they selected. The parade was led by a professional band. Each group was

organized by a committee of two teachers and three students who helped get the people in line at the appointed time and place. Each person planned his own costume. Many chose to be clowns, cowboys, characters from books, or children from foreign lands. In return for their work the school was presented with a \$100.00 check which will be applied to the radio fund.

Promoting the serving of milk and hot lunch to undernourished children

Assisting gymnasium, swimming pool, and playground instructors

Teaching games, and supervising and officiating at play of others

Acting as librarian or assisting her

Promoting a campaign for library books, magazines, and other material

Carrying on general boosting activities (See Boosters Club)

Presiding at booths, counters, and tables during bazaars and festivals

Visits to welfare organizations about the town

Making a study of the government's welfare work

Surveying the vocational opportunities in welfare work and the methods of training for these

#### REFERENCES

DARLINGTON. *Present Scope of Welfare Work in the Iron and Steel Industry.* American Iron and Steel Institute.

DAWSON, W. H. *Social Insurance in Germany.* Charles Scribner's Sons  
*Equipment for Factory Service Department* General Electric Company, Cleveland, Ohio

*Helpful Hints and Advice to Employees.* *Ford Factory Facts.* Ford Motor Company, Detroit, Michigan

PIERCE, P. S. *Employers' Welfare Work* The Macmillan Company.

PROUD, E. D. *Welfare Work.* The Macmillan Company.

Other material of value and interest to this club in its work will be found under appropriate clubs representing such activities as Boosters, Camping, Candy, Dramatic, First Aid, Girl Reserves, Handcraft, Handy, Health, Hiking, Junior Red Cross, Library, Manners and Courtesy, Nature Study, Safety First, Sewing, Thrift, etc.

#### SENIOR GUIDES

BIG SISTER AND BIG BROTHER, FRIENDS, MENTORS, ASSIMILATORS, WELCOMERS' CLUB

The Senior Guides Club is a welfare or service group which has as its function the welcoming and protection of freshmen and

other newcomers to the school. Its members may belong because they choose to or they may be elected to the honor position by the principal or the faculty. The club holds weekly meetings for discussion of plans and activities. It may coöperate with the Welfare Club, Bulletin Board, or other clubs in the school on matters of mutual interest.

This club may sponsor and promote a "Come-to-High-School" campaign for the eighth graders of feeder schools. Attractive invitations are issued to the eighth-grade pupils of these schools; each is assigned to a Big Brother or Big Sister, and on a certain day they are brought to the high school by these older pupils. They are the guests of the school for the day and go with their guides to their regular classes and work. A special assembly program is arranged, perhaps some interesting work in the gymnasium or swimming pool, and lunch is provided by the guides. The guest is taken home at the end of the day.

When the new pupil comes to high school, he is met and cared for by a properly qualified and authorized guide. This guide helps him to get started by assisting with his registration, showing him his rooms, answering questions, protecting him from hazing and other kinds of humiliation, and in other ways helping to hasten his assimilation. This guide visits him when he is sick or absent, carries his assignment to him, helps him to make up work when he returns, and in other ways helps him to keep up with his work. A special party or reception is held by the school or club for these newcomers.

The following schedule of "Qualifications and Duties" of the Big Sister developed by Mrs. Marguerite Prichard, Girls' Adviser of the South Hills High School, Pittsburgh, Pennsylvania, will indicate a serious and intelligent attempt on the part of the Big Sister organization to assimilate the new girl. The number and variety of the activities will show the size of the responsibility which the Big Sister must assume.



## QUALIFICATIONS

Any girl who desires to be a candidate for a Big Sister should qualify in the following :

1. Grades of C or higher
2. Loyalty to our school in work and conduct
3. Dependableness in all things
4. Modesty in dress
5. Moderation in cosmetics
6. Good habits

## INTRODUCTION

1. From Girls' Adviser find out name, home-room, and lunch period of your Little Sister.
2. Introduce yourself to her report teacher as her Big Sister and ask the teacher to introduce you to the younger girl
3. Offer to cooperate with the teacher when you can be of assistance

## ADJUSTMENT

Acquaint your Little Sister with :

1. The Principal and the Vice Principal
2. Her own teachers as persons and friends
3. Your own teachers. (This will help you.)
4. Names of special teachers  
Vocational Counselor  
Activity Director  
Librarians  
Girls' Adviser
5. The Office Personnel
6. Your own worth-while friends, both girls and boys Also those of her own age and class
7. Your family, if possible, and you should endeavor to meet her family.

## FRIENDSHIP

1. See and talk with Little Sister daily if possible.
2. Be a friend to her and show her how to be a friend
3. At report periods, check up on her grades and discourage slack work.

4. If she is failing, consult with her teacher how she may be helped.
5. Advise against extremes in clothes and cosmetics.
6. Know her hobby and be interested in it.
7. Steer her into activities best suited to her talents.
8. Do not find fault; seek to bring out her best qualities and thereby you will bring out your best qualities
9. Gain her confidence and do not betray it.
10. In serious matters, for advice bring her to the Girls' Adviser.

## TRAINING

## Encourage ·

1. School loyalty in regular attendance
2. Promptness in leaving the building at 3 45
3. No loafing in school halls or toilets
4. No loafing outside building after school
5. Good manners and courtesy
6. Regard for rules of the school
7. Regular study and daily preparation of lessons
8. Courteous attention during recitation
9. Proper lunchroom conduct and manners

## BOOSTER

ROOTERS, PEP, SPIRIT STOKERS, PEPTOMISTS, PUSH,  
PEPPER, THE TORCH

## ACTIVITIES AND PROGRAM MATERIAL

How can we improve our school, especially its activities life? A survey of student participation may be made,\* finding the extent and variety of participation, and also encouraging the pupils to make suggestions for the general improvement of the school and its activities

Giving publicity to school enterprises, campaigns, athletics, drives, dramatics, and similar activities by use of bulletin board, posters, hand-bills, announcements, and through the school newspaper, magazine, hand-book or other publications, as well as the town publications

Contests and competitions for the development of slogans for the school and its activities ' This may be done in coöperation with the club or clubs representing particular interests and activities, such as Career, English, Etiquette, First Aid, Health, Library, Poetry, Safety First, Thrift, and other clubs.

Addresses and announcements in home rooms and classrooms    Speakers furnished for various occasions

Speeches and work in the grade schools with eighth graders encouraging them to come to high school    This might be done on a special day, the club entertaining for the entire day at the high school the pupils who should enter the high school the next term.

Care of the bulletin board or booster board

Meeting and entertaining athletic and debating teams and other teams and groups from other schools

Encouraging patrons and parents to visit the school

Development of school songs and yells

Originating stunts for use between periods in football and basketball games: kite flying, color displays and changes, initials in colors, snake dances, burlesque games, and other original activities

Holding assembly programs on the various competitions, awarding letters and prizes, and holding song practice

Decorating football field, goal posts: display flags, school colors, banners

Training and selecting cheer leaders: holding cheer-leader try-outs

Encouraging good sportsmanship at games, in assembly, classroom, and other places

Assisting in staging games and contests by helping to advertise, taking tickets, ushering, assisting coaches, or officials

Meeting and providing entertainment for officials or judges, or other visitors

Acting as a group of "Minute Men" to carry into the community authentic reports on what the school is accomplishing

Visiting other schools for the purpose of seeing what they are doing and exchanging ideas for mutual improvement

Holding of booster suppers for the development of school spirit

Selling of banners, arm bands, pennants, pillow covers, and other articles

Promotion of "Do it for —," "Your School and You," "I am the School," and similar campaigns calculated to improve general school morale and work

Giving suitable recognition for any meritorious work about the school in classroom activities or in unselfish service in extra-classroom activities

Fostering a "School Advertisers Club" each member of which promises to take to his home and discuss at a family gathering at dinner once each week some appropriate school topic. These topics are worked out in advance by the club and in cooperation with the faculty and principal. They concern

such matters as what the school is attempting in scholastic matters; the improvement of marks; the installation of a student council, the promotion of a campaign; announcement of results of some competition; addition of a dean of women; stating the aims of the school or particular phases of its work, curricular and otherwise; good records in punctuality and attendance; and other desirable activities. The main points are suggested and upon these each member does his little bit of weekly authentic school advertising.

### TRAFFIC

The Traffic Club is another of the service clubs which has as its function handling the traffic between classes in the halls and corridors. Membership may be by appointment or election by the faculty or by the students, or it may be on a purely volunteer basis. It will, in any case, however, be properly authorized and commissioned by the principal and the faculty. It will study traffic conditions, make suitable and reasonable regulations concerning direction of traffic, speed, use of stairs, stopping at drinking fountains, excuses, loafing in the halls, admitting, etc., and supervise in the carrying out of these regulations. Its duties will also include policing dangerous crossings and intersections near the school, and the promotion of educational campaigns. Suitable pins, badges, colors, or other insignia of office may be worn by these members while on duty. Local Automobile Associations in many parts of the country have provided appropriate badges, white belts, etc., for the use of street traffic officers.

### MONITOR

This service club is appointed by the principal or faculty or elected by the students. Its main duty is to monitor the study halls and library or, in the absence of a teacher from a regular classroom, to provide a substitute. The duties will include making seating arrangements and charts, excusing from and admitting to the room, marking tardiness and absence, assuming the responsibility for preserving order in and maintaining oversight of the room.

### USHERS

The Ushers Club is a club composed of both boys and girls, and has as its main purpose the handling of ushering at entertainments, concerts, dramatic performances, debates, games, and athletic meets and other events. A part of its duty will be to work out a seating chart of the auditorium and gymnasium or stadium and provide the proper information needed by those

charged with the making and distribution of the tickets. Other work may include the ushering on to the platform of the new teachers for introduction to the school at the first general school assembly; the ushering in of the student council for its installation service; the ushering in of the graduating class on commencement night, and ushering at other similar important school events to which it adds dignity and formality. The club will be properly authorized, and will be trained in its work by a competent sponsor. It may elect a Head Usher and Assistants as its officers. A simple and appropriate insignia may be adopted and worn by the members while on duty.

### BULLETIN BOARD

The Bulletin Board Club is a purely service organization whose main duty is to care for the bulletin board or other boards of the school. This club makes, if necessary, a neat, glass-enclosed, locked, and well-lighted bulletin board. It posts on this board the requirements for notices — size, shape, composition, material, neatness, and the place where these notices may be left for posting. The club is given a box in the main office and into this are placed all notices to be posted. If these notices meet the requirements concerning size, form, etc., they are posted. Members of the club are assigned or scheduled to attend to the board. Postings and removals are made twice daily or more or less frequently as may be necessary. Old notices are removed as soon as they become out of date. The club may run quotations, slogans, small cartoons, and clippings, in order to increase the attractiveness of the board. Its main function, however, is to make the bulletin board a neat, attractive, and efficient part of the school equipment.

The committee in charge of the bulletin board at the Douglass-Weiser Junior High School, Reading, Pennsylvania, has definitely made it a project in visual education. The displays are built on a study of the range of pupil interest and curiosity. The following are a few of the topics which have been developed.

Safety in the city

Fire prevention

The evolution of fire making

Life in the polar regions

The simple machines

Life at various colleges and universities

Air transportation

The life history and products of the silk worm

Life in the colonial period  
The right and wrong in health  
Model pupils in a model school

Colleges and universities, publishing houses, transportation and travel bureaus, chambers of commerce, thrift and health organizations, and many other similar bodies welcome an opportunity to cooperate in this work.

Another type of Bulletin Board Club is one which has as its aim the advertising of interesting and instructive work done in the school, or in the meetings of the various clubs. A great deal of interesting material may be taken from the activities of the Nature Study Club, Courtesy Club, and others, and used to good advantage. Interesting work in art, notebooks, drawing, mathematics, and other classes, as well as interesting set-ups in chemistry or physics may also be used. An "Ask Us, We Know" column may be devoted to questions from the school which the club answers or has answered by those competent to answer. Good use of the board may be made by vocational guidance committees or the Career Club. The Bulletin Board Club will seek the cooperation of the other school clubs in providing interesting and instructive material for the board.

### HONOR

There are many different kinds of honor clubs in the schools of the land. A large percentage of them still base membership on scholarship alone, thus clinging to the old conception that the main purpose of the school is to make scholars, and that if the pupil is a good scholar he is, therefore, a good citizen; a sequence which does not necessarily follow. It is true that it probably does follow more often than not, but the modern school does not allow important desired outcomes in education to be mere appendages, incidentals of something else; it recognizes them and makes definite and direct attempts to produce them. There will always be a place for the honor roll or similar organizations which honor scholarship only, but the school of the new day is demanding that the pupil be more than a maker of good marks. A number of honor societies now have, as the basis of eligibility to membership, ratings on such qualities as citizenship, character, service, leadership, and similar personal qualifications, in addition to scholarship. The National Honor Society, which, in the mind of the author should be in every secondary school of the land, has for its eligibility requirements the following. Scholarship (student must be in the top third of his class), Leadership, Character, and Service. A National Junior Honor Society has just been organized for upper grades and junior high schools.

One of the main weaknesses of the typical honor society is that it is merely an honoring organization and does not function directly in developing desirable qualities. If the very best material of the school is represented in the Honor Club, then it seems reasonable that the school should have opportunity to profit by proper capitalization of this ability. This is possible under the organization mentioned above, because the second-semester juniors and up are eligible to membership and this means that there will always be in the club a number of students who will be in the school for on two, or somewhat more than two semesters. These, then, can be utilized in developing ideals within the school as well as within the club.

It is not within the province of this book to discuss the principles, values, organization, operation, or relative merits of the various systems of recognizing achievement. This the author has done elsewhere.<sup>1</sup> But it is within the scope of this book to suggest activities and programs by means of which an Honor Club can be made a club of service and benefit to the school and not merely an ornamental adjunct. Some of the activities in which the Honor Clubs might engage are the following:

#### ACTIVITIES AND PROGRAM MATERIAL

Promotion of club's ideals in assembly programs, campaigns, and drives

Study coaching work for weaker pupils and absentees

Big Brother and Big Sister work

Promotion of campaigns of service, courtesy, study, improvement, vocational guidance, stay in school, broaden your interest, study yourself

Promotion of development of worth-while characteristics by presentation of cup, medals, honors, etc.

Encouraging scholarship by honor rolls, contests, and competitions

Establishing class honor rolls

Acting as proctors and assistants to teachers and substitutes

Promoting intrascholastic competition in the various elements of good citizenship

Assisting in organization and administration of the junior honor society

Assuming responsibility for welcoming and assisting substitute teachers

Giving suitable publicity for all commendable work

Recognizing pupils who have attained higher marks or ratings

Posting or exhibiting good work on bulletin boards or other places

<sup>1</sup> See McKown, *Extracurricular Activities*, Chapter XXIII. The Macmillan Company.

Writing letters and giving encouragement to students who are deficient or discouraged

Establishing and conducting a tutoring bureau

Carrying assignments and equipment to absentees who are able to do their work

Giving special recognition to those pupils intending to teach

Assisting faculty in giving and scoring intelligence tests

Helping in the promotion and holding of academic contests

Visitation of junior high and elementary schools for purposes of encouraging these students to come to high school

Encouraging the "grind" to participate in activities

Emphasizing all-round development of the student

Entertaining the members of the school honor roll

Visiting and reporting on other schools and clubs

Assuming monitorial and study-hall duties

Giving reception for freshmen and their parents

Holding assimilation meetings for freshmen

Assisting in promoting "The American Legion School Awards" for eighth-grade pupils. Material may be obtained from the local state department of The American Legion.

Holding a party or reception for the parents of members

Honoring the seniors or senior members with a banquet or party

Discouraging commercialism in academic work, athletics, and other activities

Assisting in staging dramatics, athletics, commencements, and other performances before the public

Welcoming strangers, teams, friends, and visitors to the school

Increasing interest in going to college or, in other ways, continuing education

Making college entrance requirements available

Emphasizing for those going to college the Phi Beta Kappa standard

Providing information concerning college and other scholarships

Leading in campaigns to abolish undesirable activities. cribbing, dishonesty in homework, cheating, cigarette smoking, defacing or destroying school property, and hazing or humiliating freshmen

Holding public initiation service for the purpose of educating the community in the aims and values of the club

Substituting educational and recreational programs for "Class Scraps," "Rag Day," "Old-Clothes Day," and "Rough-Neck Day"



Taking care of school honors and trophies

Conducting drives for improvement of personal appearance, better speech  
etc.

Holding purely social meetings, dances, parties, and picnics

### REFERENCES

Material on the National Honor Society and National Junior Honor Society may be obtained from the Secretary, Mr H V. Church, Cicero, Illinois, and on the National Athletic Scholarship Society from Mr. L. K. Davis, Senior High School, Springfield, Illinois

### LETTER

The Letter Club is made up of boys and girls who have, in any way, earned the school letter This club will have regular meetings. Its members will act as leaders in the various activities represented in the club. It will help to promote and sponsor the various activities held at seasonal and appropriate times, arrange intrascholastic competition, act as assistants to the instructors in charge; interest, promote, and encourage the various activities among younger pupils, especially in elementary schools; and officiate at and supervise these activities. This club may also help to determine suitable awards for special merit, and assist in the awarding of these during assembly or similar programs. (See the discussion of Leaders Club and Athletic Clubs for additional suggestions.)

### LEADERS

#### EPHEBIAN SOCIETY, CAPTAINS, JUNIOR GYMNASTS

The Leaders' Club is composed of boys and girls who excel in gymnasium and physical activities and who possess the qualities which will make them respected leaders.

#### ACTIVITIES AND PROGRAM MATERIAL

Discussion of the aims, purposes, values, and methods of the Leaders' Club

Inspection of costumes worn by classes on the gymnasium floor

Choosing or assigning players to teams or groups

Handling routine affairs of the class, checking attendance, accepting excuses, etc.

Assuming responsibility for those pupils excused from class

Assisting in the apparatus work ; helping to prevent accidents

Taking charge of the class or group in the absence of the instructor

Helping with posture and corrective work

Teaching games, their rules and regulations

Instructional work with various groups and squads . at apparatus, calisthenics, games, exercises, track and field events, swimming and playground activities

Officiating at games, events, stunts, and contests

Developing ideals of fair play and good sportsmanship

Organizing and conducting interclass and intramural tournaments and competitions

Assisting with special work : acrobatics and tumbling, apparatus, folk and aesthetic dancing, stunts, pyramid building for purposes of exhibition on "Gym Night" or other public occasion

Supervising the locker room, dressing room, and showers

Attending to general office work : records, files, attendance, etc

Making and posting notices, at the direction of the instructor

Conducting tests, honor roll, and merit badge work

Developing a health program with appropriate charts and records

Supervising the swimming pool : officiating at water games and contests

Assuming charge of setting-up exercises in the classrooms

Planning for and assisting in hiking, skating, and similar activities

Assisting in the handling of the outdoor games · tennis, golf, baseball, or track

Supervising the playground

Helping to promote festivals, pageants, May-Day programs, Field Days, assembly programs, Health Campaigns

Developing and maintaining a definite set of standards for the Leaders Club. These will include not only physical health and efficiency in the work to be done, but also neatness, accuracy, responsibility, scholarship, initiative, good spirit, sportsmanship, executive ability, leadership, and followership

Giving gymnasium or outdoor game party for the younger children This activity may be carried on in coöperation with the Student Council or Big Sister or Big Brother Club in entertaining the eighth graders who are the guests of the school. A period in the gymnasium or pool would add attractiveness to the day's program.

Assisting in promoting and handling an "Athletic Night" or "Gym Night" for the parents, patrons, and friends of the school A program of games, contests and competitions, and exhibition work in gymnasium activ-

ities, tumbling, etc. is presented. The more difficult feats of the exhibition are performed by members of the club.

Some of the work of the club may be put on before the school in general assembly. Not all of it need be demonstrations; some of it may well be in the form of health playlets or allegorical stories emphasizing health values and methods.

Talks by outsiders: physicians, physical directors, swimmers, teachers, health experts, and others on topics of interest and value to the club.

### BOYS' OR GIRLS' CLUBS

The Boys' Club is an organization designed to encourage and uphold clean speech, clean living, clean athletics, scholarship, sportsmanship, democracy, and good fellowship. This club promotes, by use of newspaper publicity, campaigns and drives, the bulletin boards, slogans, posters, quotations, and in other ways, general good fellowship and sportsmanship among the boys. Its regular meetings will be composed of talks, debates, and discussions on topics of interest to boys. It may hold, during the year, a few meetings for all of the boys of the school. These meetings may be in the form of entertainments, parties, circus or theater parties, gymnasium and swimming pool activities, games, hikes, excursions, or banquets. Outside speakers and performers help to make these occasions successful. Special attention is given to freshmen and other new pupils. The club may establish a service fund for needy boys in school and may go further and sponsor the establishment of a scholarship fund for deserving boys who desire to continue their education. Toys and other objects may be made and distributed at appropriate times. A Girls' Club, similarly organized, can be of service to the girls of the school. These clubs may cooperate with the Welfare Club on many programs and activities of mutual interest.

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Excellent material for the Boys' Club may be obtained through the Boys' Club Federation, World Tower Building, 110 W. 40th St., New York City

## GIFT

The Gift Club is an organization composed of members who design, make, buy, and acquire useful and appropriate articles to be given away.

These gifts may be given to friends on such occasions as Christmas, Thanksgiving, Easter, birthdays, and anniversaries, or they may be given, in coöperation with the Welfare Club or charity organizations of the city, to poor children and families, or to children in distressed and suffering communities, and to crippled or sick pupils or friends. Some of the articles made are suitable for gifts to the school, library, nursery, hospital, orphans' home, veterans' hospital, and other similar city, county, and state institutions.

The gifts made include handcraft articles: metal, leather, basketry, cement, pottery; needlework and sewing: dresses, scarfs, towels, mittens, gloves, caps, sweaters, baby clothes, remade clothing and millinery of all kinds; post cards, and greeting cards and remembrances; sweets: candies, jellies, jams, cakes; furniture: tables, chairs, umbrella stands, bed trays, magazine and newspaper racks, stands, hall trees, floor lamps; toys: mechanical dolls, and doll houses and clothes; games: chess, checker, and other game boards and game equipment; decorations: pictures, and drawings, and others; scrapbooks: pictures, photographs, Christmas cards, clippings, jokes; books and story collections; snapshots, first aid, hospital material, medicines, etc.

Suggestions for these articles and activities will be found under the discussions of Candy, Collectors, Craftsmanship, Handcraft, Handy, Home Nursing, Nature Study, Needlecraft, Welfare, Boys' and Girls', and other clubs in this book.

## PARTY

### SOCIAL HOUR, DANCING, RECEPTION, ENTERTAINERS, FOLK DANCING, GOOD FELLOWSHIP

The Party Club may serve as a service club to the entire school. It specializes in social activities and stands ready to assist any class or group in planning for and giving a party, picnic, banquet, or other social event. It does not stage these events but merely assists in staging them.

#### ACTIVITIES AND PROGRAM MATERIAL

The place and function of harmless recreation and amusement in our lives

The educational value of organized and unorganized play

Making a study of games of all types for all occasions · development of a social library, collecting books and magazines containing descriptions or games: classifying, indexing, and cross-indexing these for ready reference

Training leaders for games and stunts to be used

Teaching or sponsoring the teaching of good form in social dancing: instruction in proper methods of holding a partner; leading; simple steps such as the two-step and waltz; and the more difficult steps. This work or class should be open to all who are interested, whether they belong to the club or not.

Folk dancing: English Country Dancing — Ribbon Dance, Winifred's Knot, The Black Nag, Goddesses; Swedish — Schottische, Daldans, Osgotapolka, Vingakersdans; Finnish — Net Dragging, Sappo, Harvest Dance; Scotch — Scotch Reel, Highland Fling, Strathspey; Irish — Jig; Negro — Breakdowns; etc.; harvest dances such as The Vintage Dance; occupational dances — Sword Dance, Hoop Dance, Flag Dance; miscellaneous dances — Sleeping Beauty, London Bridge, Roundel, Three Dukes Ariding, Line Dance

Making a study of refreshments, materials, decorations, programs, invitations, music, and the corresponding expenditures The club may compile

or collect examples of these and have them on hand for use by those interested in staging a social function.

Teaching and encouraging party courtesies. (See Courtesy Club)

Helping to schedule and promote such social events as Mask Dance, Barn Dance, Hard Times Party, Colonial Party, Mardi Gras, Old Folks' Party, Freshman Party, Farmers' Party, April Fool Party, Boat Ride, Corn Roast, Columbus Day Party in costume, Emancipation Party for Freshmen, Football Banquet and Dance, Indoor Athletic Meet, International Party, May Day Picnic, Sleigh Ride, Kid Party, Stunt Day Party, St. Valentine's Day Party, Tea Dance, Foreign Party with foreign costumes and games, Parent-Teacher Reception, Thanksgiving Party, Colonial Tea, Book Party, Penny Hike, Wiener Roast, Hikes, Senior Breakfast, Afternoon Party, Mother Goose Party

Making a study of national and foreign dances, games, and social events

Talks and demonstrations by professional play leaders and dancing instructors

Good assembly and home-room programs may be built around dramatizations and demonstrations of good form in dancing, party manners and courtesy, party clothes and costumes, and similar topics. Demonstration of some of the older types of dancing as well as foreign dances and æsthetic dancing would make interesting material for the school assembly, or for the stunts in a regular dance or party. They would also be very suitable for school night program to be given on the stage, or in the gymnasium or auditorium.

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## CHAPTER XVIII

### PERSONAL CULTURE CLUBS

#### CAREER

VOCATIONAL GUIDANCE, OPPORTUNITY, AMBITION, SUCCESS, LIFE WORK, PURPOSE, PROFESSIONS, TRADES AND BUSINESS, FUTURES, WORK AND WIN

The main objectives of the Career Club are to assist the member in analyzing his characteristics, interests, and aptitudes; to acquaint him with the various vocational opportunities and their requirements and rewards; to bring to him and to the school at large competent guidance in health, religious, social, recreative, and curricular activities and affairs; to set high ideals of attainment or efficiency in all activities; to serve in the promotion of various kinds of guidance campaigns.

#### ACTIVITIES AND PROGRAM MATERIAL

Discussion by competent outsiders from the trade, professional, and business world of the advantages, work, pay, hours, opportunities for promotion, educational and physical requirements of the various vocations they represent. Opportunity will be given for questioning and further discussion by the members of the club.

Consideration of the problem of leaving school to go to work. Facts, figures, and statistics showing the money value of an education are of infinitely more value than moralizing and sermonizing about it. The topic includes an analysis of the pupil's financial condition and this will never, or at least rarely, be as bad as he pictures it when he thinks of leaving and going to work.

An analysis of the working opportunities in the neighborhood for boys and



girls. types of work, pay, preparation demanded, opportunities for education or promotion, etc. The material from this and the other studies should be made available to all the pupils of the school. It may be presented in assembly, home-room meetings, in publications, and on a "Life Career" bulletin board.

The working certificate: what it is, and how to get it

Collection of books, pamphlets, bulletins, circular material, and the like on the various businesses, trades, and professions, and the making of this into a "Life Career" library available to all pupils

Discussion of "going to college": consideration of entrance requirements, purposes, and values, cost, types of colleges, location, college life and activities, etc. Former pupils now in college, as well as college authorities may appear on the program and give assistance. The club can obtain a number of college catalogues and other appropriate material to be used in this study. It could also seek the cooperation of the College Club in considering the topic

The use of self-analysis blanks of various types

The relation of particular high-school courses to various pursuits

Relationships between higher education and vocations

The limitation of the unprepared

The relation of demand and supply in the trades and professions

Study of qualifications essential to success in any business or vocation: punctuality, honesty, courage, perseverance, interest, ambition, etc

The relation of personal appearance to success

How a pupil's bank book may be his best letter of recommendation

Letters of recommendation and their value

How to apply for a position: practice and dramatization

The dangers of various types of employments

Necessity for advance and promotion *versus* high initial wages

Talks by employment managers, placement officials, and personnel officials and workers

Debates on various vocational topics

Study of successful men in business, science, teaching, medicine, dentistry, law, engineering, army, navy, social work, statesmanship, finance, etc., and an analysis of their personal qualifications and training to see the relation of these to their success. Some of this may be done through a program of celebration of birthdays of these men and women, and might not only be good for a club meeting but also for general assembly if the reputation of the individual warrants.

Vocational pageant with the actors representing the various vocations; each briefly discusses and illustrates, demonstrates or dramatizes his interest.

Program built around "My favorite: what, who, why, how, when, where"

Parents' meeting. A meeting of the club with the parents will make an interesting and valuable activity. In this meeting, the club presents a program of interest to the parents, offering suggestions, enlisting their coöperation and effort in helping the members study thoroughly and choose wisely, and discouraging the parents from choosing the child's vocation for him.

Holding vocational exhibits for the entire school

Promotion of vocational conferences and meetings

Geographical and historical implications and considerations

Inventions and discoveries and their relation to vocations, particularly shop and factory work and activities

Promotion of "Find Yourself," "What Have You?," "Inventory Week," "Where Are You Going?," and similar campaigns and drives in the school. These should consider educational, recreational, personal, social, curricular, vocational, avocational, and ethical guidance. The main purpose should be to have each pupil analyze himself and think and plan in terms of his future vocation. They may be advertised by the use of clippings, posters, pictures, cartoons, photographs, graphs, statistics, slogans, mottoes, charts, etc., on the bulletin board and in the school publications. The club may seek the coöperation of the Home-Room Committee and conduct some of its activities in the regular home-room meetings. Much can also be done in the general assembly. The assistance of the Art, Advertising, Industrial Arts, Journalism, and other clubs should be enlisted to give the campaign proper and well-executed publicity.

As part of a "Find-Yourself Campaign" in the Yakima (Wash.) High School an evening dinner was given in the school cafeteria, and conferences on the choice of a vocation were held between 45 professional and business men of the city and about 110 boys whom the business men had consented to counsel. Self-analysis questionnaires had previously been filled out by the boys. These were classified according to vocational choices and, with pertinent information, were given in advance to the counselors. Following the dinner short talks were made, and the group broke up into sections which met in different rooms for informal conference. No counselor advised any boy to enter a certain field, as it was thought best to allow the boys to make their own decisions. The boys welcomed the opportunity to get first-hand information concerning qualifications required and the general outlook in the vocations in which they were specially interested; and the men who

gave their services heartily cooperated. The questionnaires and the results of the interviews were recorded and filed in the principal's office for future reference.

The use of clippings, pictures, folders, slides, and movies

Recreational opportunities in the various vocations

The importance of a good start

Value of tests and measurements in choosing a vocation

Dramatization of activities and processes of various vocations

What the employee may expect from the employer

What the employer may expect from the employee

The use of published vocational suggestions

Study to find positions for the abnormal, crippled, or otherwise handicapped boy or girl

Tentative choice of vocation with the studied help of teacher, parents, and competent, interested outsiders

Tentative planning for each member of a course or training procedure that will fit him for his chosen occupation

The necessity for continued education: opportunities and methods of obtaining it; evening schools, continuation schools, part-time schools, independent study

A "costume party" to which the members come dressed as for their vocation

Reports on books, studies, magazine articles, by members and teachers

Visits to factories, offices, stores, industries, schools, business houses, shops, and other institutions to see something of the activities being performed and the work being done, conditions under which the men and women work, general treatment, opportunities for advancement, etc

Vocational opportunities in guidance and placement activities and methods of training for these

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 tion, Washington, D C.; Bureau of Vocational Information, 1 West 47th  
 Street, New York City; Life Planning Institute, 537 S Dearborn Street,  
 Chicago; United States Department of Labor, Employment Service, and  
 Children's Bureau; United States Federal Board for Vocational Education;  
 National Child Welfare Association, 70 Fifth Avenue, New York; Interna-  
 tional Correspondence Schools, Scranton, Pa.; the Empire New England  
 Company, Syracuse, N. Y; Vocational Guidance Magazine, Cambridge,  
 Mass.; in the Training Series, published by the J. B. Lippincott Company,  
 and from Boards of Education of practically all of the larger cities

## COURTESY

ETIQUETTE, MANNERS AND COURTESY, GRACE, PREVENTION  
 OF SOCIAL CRUDITIES, AT EASE, MIND YOUR MANNERS

The objectives of the Courtesy Club are to help the pupil to  
 develop grace and ease so that he will be comfortable in all  
 social situations; to teach him proper forms of manners and

courtesy; to develop in him not only the ideals of courtesy but also the emotional background and practice which will cause these ideals to function in the customary social situations; and to serve as a group interested in promoting and developing courtesy in the school among all the pupils.

#### ACTIVITIES AND PROGRAM MATERIAL

##### Definition and explanation of friendship and friendliness

Friendliness. what to expect of a friend, loyalty, cheer, entertainment

The kinds of friends we may have chums, relations, boy and girl friends, speaking acquaintances, school friends, church friends, etc.

People most in need of friendship

Cliquing: values and dangers

Assembly sketches illustrating friendliness in different situations: speaking on the street, visiting lonely people, friendliness to newcomers, friendliness to country students, friendliness to all students, friendliness to teachers

Developing a pleasing personality

Discussions of courtesies and discourtesies:

In the classroom: interrupting another; talking in undertone, humming; rustling papers; shuffling feet; eating candy; rushing in or out; slouchiness; courtesy to visitors; whispering, "blurting" or "explosive" answers; mumbling and indistinct speech, not taking seats promptly; ridiculing answers or statements; note passing; throwing wads, chalk, shot, erasers; drumming on desk with pencil; kicking seat in front; rising in seat to attract attention of teacher; snapping fingers; waving hands; tittering or snickering at the bashful student; dropping or knocking books on the floor; tardiness; "Smart Aleck" remarks and foolish questions

In the assembly: whispering or talking; tittering and snickering, boisterous laughing or clapping; loud applause; reading or studying  
At the game: good sportsmanship; jeering or ridiculing; "booing" or "razzing" opponents or officials; the lameness of the alibi; boasting, petty and childish exhibitions after a victory; losing gracefully; recognizing merit in opponents; "Playing Hard" vs "Unnecessary Roughness"

In the lunchroom: throwing material; shouting; noisiness; upsetting chairs; crowding and rushing for places; spilling food on the floor, table, and other people; pleasing habits in eating

- At the table: entering the dining room; seating; use of various pieces of silver, eating of various foods; passing and refusing dishes; accidents; conversation; leaving table
- In street cars or while traveling: rushing and crowding; noisy and rude behavior, loud talking; giving seats to ladies and elders; boarding and alighting with a lady; annoying and teasing conductors or trainmen; asking for information; buying a ticket; courtesy with baggage, bundles, and umbrellas; sharing a seat
- In correspondence: what is courtesy in correspondence? stationery, color, quality, shape, size, and ink; use of wax, seals, scented paper; invitations, engraving, "R.S.V.P."; order of pages, folding, mailing; salutations and closings, addresses, abbreviations, punctuations; notes of apology and explanation; answers — form and content; exhibit of suitable letters, notes, and invitations
- At the theater: punctuality; entering and leaving; boisterousness in talking and applause; precedence going down and up the aisles; removing hats; courtesy in box seats; chaperons; dinner afterwards
- At the party: invitations and acceptances, courtesy regarding "bumping"; courtesies to hostess, chaperon, or patroness; introductions; discussion of embarrassing social duties; teasing to stay when closing time comes; incorrect dancing; asking for a dance; accepting or refusing a dance; expressing appreciation for a dance
- In dress and personal appearance: extreme or poor taste; conspicuousness; attending to details of toilet in public, excessive rouge and powder; emphasizing "remaking" in make-up; continuous primping, pruning, and preening
- Miscellaneous activities: interrupting a person who is speaking; chewing gum; making up in public; tilting or rocking a chair; boisterousness; lack of respect for superiors; crowding, shoving, and jostling; sitting while being addressed by lady or superiors; giving precedence to girls and ladies; removal of hats by boys; whistling and singing; boys' hands in pockets; use of "Hey there," "Listen," "Say you", courtesy on the telephone; passing in front of people; imprudence and lack of tact; cluttering up floor or street with papers; looking over someone's shoulder; snatching books; placing feet on desks or chairs; sitting on desks; tripping; ridiculing others; proper form in salutation; undue familiarities; slang expressions; apologies; "wisecracks"; banging doors; defacing property; studying aloud; indifference to others; borrowing from others; personal cleanliness;

criticism, staring at visitors; courtesy in regard to perfume, onions, garlic; rummaging through desks, lockers of others; hazing new students; foolish fads in dress, actions, expressions; cribbing and petty thieving, vulgarity; smoking, gossiping and tale bearing; mimicking peculiarities or weaknesses; courtesy in the elevator; on the stairs, courtesy on the street; in the automobile

Discussion of problems use of such games as, "What would happen if?", "What would you do?", "What's wrong (or right) here?", etc. Some of this material might be dramatized in the assembly and some of it could be used in the newspaper or magazine, placed on posters, and advertised in other ways.

The preparation of "Do" and "Do Not" lists

Discussion of objectionable and commendable acts seen about the building

Collection of quotations concerning courtesy

Development of slogans for rooms, clubs, campaign purposes

Use of publications in promoting courtesy; making a "courtesy magazine"

The relation of courtesy to the good school citizen

Learning and teaching about courtesy through observation and association

Examples of courtesy in literature and history

Promotion of school courtesy by means of campaigns and drives, with the use of posters, tags, cards, publicity, assembly, and home-room programs, contests and prizes, bulletins, cartoons, jingles, songs, and parodies

Courtesy in dress, neatness, and cleanliness

Assembly programs, dramatizations, shadowgraphs, pantomimes, pageants, etc.

Holding of a voting contest for the ten (or other number) boys and girls who are the most courteous

Courtesy to unfortunates, cripples, new pupils, foreigners

Courtesy as shown by appropriateness of gifts

Manners and courtesy of other peoples

The history and development of manners and courtesy

Courteous treatment of visitors to the school

Methods and materials of conversation

Proper methods of introductions

Proper handshaking

Development, codification, and publishing of rules of conduct demanded in various kinds of businesses and professions

Talks by teachers or outsiders illustrating courtesy that paid



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## PERSONALITY

## CHARM, SOCIAL GRACE, ATTRACTIVENESS, INDIVIDUALITY

The main purpose of this club is to provide boys and girls an opportunity to analyze the most important elements or activities of personality or charm and to make some attempt at improving themselves in these. It may be better to have some of the meetings or parts of the meetings of the club in sections, one for the boys and one for the girls, but much of the work is of such a nature that both boys and girls may attend together.

## ACTIVITIES AND PROGRAM MATERIAL

An analysis of charm or personality. This may best be done by selecting a number of charming men or women and completely analyzing their characteristics. These characteristics then make a basis for the club programs for the entire year

Relation of health to charm and personality

Dress. Girls: principles of good dressing, suitability, simplicity, reasonableness of price, etc.; materials and dresses suitable for various occasions — sport, school, dance, church; colors and combinations; study of plates and color charts, an appropriate wardrobe for the high-school girl; planning and making suitable clothing; coats, shoes, hosiery, gloves, and millinery

Dress. Boys: general styles of suits and overcoats; furnishings — color in ties, shirts, socks, and handkerchiefs; hats and shoes; dressing for the school, outing, and party; care of clothing, methods of cleaning and pressing, preserving and protecting seasonal clothing

Hair dressing: becomingness; considering the individual's face, profile, height, size, and complexion, appropriateness as to function or event; care of hair; methods of washing and shampooing, curling, combing, etc. Manicuring · talk on "Nail Styles in America and Elsewhere"; proper methods of manicuring; cutting and filing, tinting and polishing, simple appropriate instruments for both boys and girls

Care of the skin: washing; use of cold cream; removal of tan and freckles; use of cosmetics; proper methods of make-up; making up in public. For boys, shaving and face lotions

Importance of the eyes and methods of brightening them

Courtesy and etiquette: manners and courtesy at home, at the table, in the school room, corridor, theater, street car, at athletic contests, dances, etc.; deference to elders; smoking; introductions; methods of easy grace in company. (See Courtesy Club)

Charm in conversation: cultivation of a pleasing, well-modulated voice, listening and talking; forced conversation, courtesy in conversation. A conversation program with time for actual practice would be valuable.

Entertaining at home: introductions and greetings; music — radio, victrola, piano, singing, etc.; reading; party games and dancing; preparing and serving refreshments; farewells

Entertaining away from home: at the theater, game, a friend's home, at dinner, etc. Principles of etiquette and form; propriety; petting, "gold digging," modesty, suitability of clothing

Charm in your surroundings: in the home; decorations — pictures, statuary, books and bookcases, chairs, vases, flowers, carpets, curtains, ornaments; convenience and comfort

The charming hostess: choosing, inviting, and greeting guests; introductions; etiquette of excusing; handling other situations at the tea or dinner table; overentertaining; conversation problems

Dinner charm: etiquette in rising, sitting, conversing, use of the various pieces of silver; methods of eating; eating at the restaurant; ordering; tipping; smoking

Charm in correspondence: stationery; letter-and-note-writing neatness, sincerity, sympathy, fair play, modesty, and kindness

Miscellaneous topics: criticizing others; showing dislikes; gossiping, exaggerating; the value of a smile and a sense of humor, personality as revealed by hobbies, amusements, and recreations, and by desire for education and growth

The place in charm of such qualities as sincerity, honesty, character, humor, wholesomeness, fair play, friendliness, sympathy, punctuality, earnestness, good sportsmanship, courtesy, carefulness, kindness, dignity, responsibility, unselfishness, tact, ambition, graciousness, loyalty, helpfulness, enthusiasm, self-reliance, conscientiousness, modesty

Assembly programs may be built around the various activities of the club: courtesy, dress, personal appearance, entertaining, etc. These are easily dramatized. Programs may show how personality pays in business, the professions and trades, and in life generally.

Visits may be made to see well-dressed persons, famous personalities, and to public places like the hotel lobby to see variations in personalities, dress, courtesy, etc. Reports may be made to the club by these visiting members

The development of a score card or sheet makes a good project for the club. A central committee is appointed and the various particular phases of the task allocated to special subcommittees. The central committee correlates and combines the reports, and has the card printed for distribution and use.

Self-rating on this card can be done by the club members. Rating and criticizing each other in wholesome fashion will also help to develop the qualities desired.

The promotion of an "Improve Your Personality," "Increase Your Charm," or similar drives and campaigns by use of posters, assembly talks, and dramatizations, newspaper and bulletin board publicity, rating and self-rating activities

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## TRAVEL

GLOBE TROTTERS, TRAVELERS, SEE AMERICA FIRST, TRIP AROUND THE WORLD, NOMADS

The Travel Club is designed to broaden the member's interests by giving him opportunity for contact with customs, peoples, traditions, institutions, buildings, and scenery of other countries as well as of his own; to teach appreciation of these countries and contributions; and to give him some practice in planning a trip of his own.

## ACTIVITIES AND PROGRAM MATERIAL

Planning of trips of short duration to near-by points

Trips to battlefields, forts, navy yards, birthplaces, famous graves, monuments, etc.

Planning a two weeks' vacation to some American point or points: Niagara Falls and environs, trip up the St. Lawrence, the western National Parks, Colorado, Pike's Peak and the Grand Canyon, sea trip from New York north

or south, the Panama Canal, particular cities, — Chicago, New York, Boston, Washington, Baltimore, San Antonio, San Francisco, historic New England, Great Lakes trip, through the Southland, Cuba, Bermuda, Jamaica, trips to Canadian cities, mountains, lakes, resorts, and historical points, transcontinental trip on the Canadian Pacific, stopping at Banff, Lake Louise, Vancouver, and other places

Planning of extended trips of varying durations to other countries · England, France, Germany, Switzerland, Belgium, Spain, Portugal, Italy, Austria, Scandinavian countries, Greece, Turkey, Russia, China, Persia, India, Japan, Australia, South America, Africa, Hawaii, Philippines, the Holy Land, Alaska

The planning of a complete trip around the world · Such a trip might be the program for the entire year, each meeting of the club representing part of the trip. A program or travel committee makes the necessary arrangements and assignments. The parts of this trip may be correlated with the work of the Latin, French, Spanish, Italian, Scandinavian, and similar clubs.

Planning a Caribbean or a Mediterranean cruise with motor trips to points of interest

An extensive and intensive study of America under the title, "See America First — What, Where, When, How?" This program would be flexible and seasonal, allowing for particular interests of various members and for suitability of time for making trip. Special reports are made by members on the various topics of the schedule

Seeing Latin America with Col Charles Lindbergh or Herbert Hoover

A study of the members of the club to see what countries are represented This can be followed by another study to discover racial backgrounds and the various countries represented, and these represented or presented in programs by the members whose ancestors came from them.

Estimation of expenses for the various trips

Traditions and customs concerning expenses, fees, gratuities, tips, and small charges

Study of money and exchange in the countries visited

Foreign postal and mailing regulations

Planning the luggage for the trip · what to take, amount, methods of carrying, packing, labeling, forwarding, shipping, and storing

Methods of providing for laundering, repairing, cleaning, and pressing clothing while on the trip

Customs inspections · purposes and methods

Passports and visés: types, necessity, methods of obtaining, and use

A study of each country visited under some such outline as this :

History of the country	Form of government
Weather and the seasons	Facilities for higher education
Standards of living	Relation to America
Methods of transportation	Aviation equipment and records
Costumes and dress	Strange or unusual customs
Religious customs and activities	Military and naval armaments
Natural beauties and wonders	Art, sculpture, building, treasure
Places and points to visit	Scientific materials and work
Popular and classical music	Traditions, language, etc
Literary and other contributions	Educational organizations and
Games, amusements, and recreations	opportunities

Famous men and women, past and present, and their contributions

Holidays, feast days, and festivals . methods of celebration

Learning and playing foreign games, dances, stunts, and recreations

Singing of foreign songs and playing of foreign music and musical instruments

Reading of appropriate literature, poetry, prose, short stories, etc

The use of pictures, slides, drawings, postcards, clippings, films for club purposes. Some of these make good material for any club program. Some can be used in identification games such as "Where Are We Today?" Cut-ups of cities, buildings, bridges, monuments, and the like can be used in matching contests and games. Unnamed pictures can be hung around the room and competitive games of identification and recognition can be played with these.

Making of scrapbooks of pictures, postcards, drawings, and clippings. These might remain the property of the club in its own library or might be added to the general school library. Such books might be made and distributed to poor children, to hospitals, individual shut-ins, old people's homes, etc. It is also a good plan to have a "Loan Service" and pass these books around to sick members or pupils of the school, disabled soldiers, patients in hospitals, etc. A very neat and complete diary or illustrated story of the trips taken by the club during the year should be made up, bound, titled, and placed in the library.

The club can also collect and study books on travel, description, fiction, poetry, music, etc. These books may become a part of the regular school library

Study of magazines relating to travel activities



FIGURE 22. Artistic ability may be capitalized and developed in the Poster Club. Not only is art actually practiced but the posters themselves can be used in giving publicity to many school activities.

Use of folders, bulletins, booklets, circulars, posters, maps, advertising material, slides, of railroad and steam boat companies, hotels, chambers of commerce, steamship lines, travel bureaus, museums

Reports from members on real vacation or other trips

Correspondence from members or former members in foreign parts

Talks by outsiders, teachers, friends, and travelers on their trips and travels

Visits to movies depicting foreign peoples, lands, customs, scenery

Reports and reviews of new books of interest to the club

Collection and study of souvenirs of the places visited by members or friends

Collection of coins and money of various countries

Club party in foreign costumes with foreign games, decorations, and refreshments

Dramatization of foreign customs, dances, songs, costumes, etc. either for club or for assembly. These can be written or composed by the club or obtained from publishers. Suitable titles should be used such as "A Peep into Europe," "On the Magic Carpet into Egypt," "This Train for France and Paris," "To the Land of Wild Men and Great Snakes," "A Trip under the Sea," etc.

A club bulletin board might be kept with appropriate clippings, pictures, photographs, postcards, questions, maps, etc. The board can be especially valuable and interesting if closely correlated with contemporary events in these countries

Study of celebrated travelers and their travels: Erik the Red, Christopher Columbus, Marco Polo, Ferdinand Magellan, Francis Drake, Walter Raleigh, Leo Africanus, William de Rubruques, Ibn Batuta, Pietro della Valle, François Bernier, Sir John Chardin, Henry Maundrell, Richard Pococke, Antonio de Ulloa, William Dampier, James Cook, John Franklin, James Bruce, David Livingstone, Robert E. Peary, Roald Amundsen, Edward Daniel Clark, Reginald Heber, Richard Halliburton, E. M. Newman, Burton Holmes

Visits to museum, art galleries, and exhibits to see materials, exhibits, animals, customs, costumes, transportation, housing, famous buildings, or other interesting material from foreign countries

Correspondence with the boys and girls of other lands

Exchange of toys, gifts, souvenirs, and trinkets with these boys and girls

Trips to docks, Ellis Island, and similar places of interest to the traveler



How to make the foreigner understand if you do not speak his language  
Assembly programs, illustrated and dramatized

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*World Traveler*, 247 Park Ave., New York.

Interesting material may be obtained from the following and similar companies: Thomas Cook and Son, 585 Fifth Avenue, New York; Raymond and Whitcomb Company, 606 Fifth Avenue, New York; United States Lines, 45 Broadway, New York; Canadian Pacific Steamship Company, 344 Madison Avenue, New York, French Government Tourist Information Bureau, 342 Madison Avenue, New York, Cunard and Anchor Steamship Lines, 25 Broadway, New York. The club may wish to affiliate with the National Travel Club, 7 W. 16th St, New York. The dues of four dollars include *Travel* magazine, information service, and much other fine material of value to the club.

## COLLEGE

The College Club is an organization of boys and girls who are planning to go to college. Its main purposes are to encourage worthy pupils to go to college, and to supply information concerning types of institutions, college life and activities, expenses, etc. which will assist the member in wisely choosing and planning his college career. There may be two clubs, one for boys, and one for girls, or there may be one club which occasionally divides into two parts for separate discussions. The membership is usually limited to senior pupils, for obvious reasons.

### ACTIVITIES AND PROGRAM MATERIAL

Collection and study of college catalogues, bulletins, and other material

Study of college entrance requirements of particular institutions

Debates on the value of a college education

Where college takes you

The types of colleges and their functions and work

Making, with competent help, of suggestive or possible college programs

Budgeting of probable expense

Making a time budget

Planning the clothing, books, and equipment to be taken

Hearing special reports from college students formerly of the local school  
 on such matters as college life, work, activities, traditions, songs, yells, etc  
 Talks by deans, instructors, and other college officials  
 Collection of college banners, pennants, cushion covers, and armbands  
 Study and collection of college colors: their origin and use  
 How freshmen are inducted into the college life and activities  
 College literary, music, honorary, athletic, and social organizations  
 Scholarships and honors: source, and how to obtain them  
 Visits to neighboring colleges for purposes of inspection  
 College honors in athletics, debating, music, and other activities  
 Promotion of a "Go-to-College" campaign for the school  
 Holding assembly program made up of suitable college material  
 Discussions and informal talks on appropriate topics  
 Sponsoring local concerts, debates, games, etc by college organizations  
 Making a study of college buildings, campus, stadium, library, and other  
 material equipment  
 Self-analysis and study on the basis of vocational preference  
 Methods of teaching in college  
 Coöperation with the Art, Career, English, Music, and other clubs on  
 topics of mutual interest

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## CHAPTER XIX

### INDEPENDENT COÖPERATING ORGANIZATIONS

The average public school limits its activities very largely to the mental and physical, and neglects, for obvious reasons, the ethical, moral, and spiritual phases. Of course these are provided for to some extent but usually indefinitely and indirectly rather than with a well defined plan. The supplementary organizations discussed in this chapter all have a more or less spiritual, ethical, and moral basis and program. While not exactly school clubs in the strict sense of the word, nevertheless, they are so closely allied in many schools and they emphasize such important supplementary ideals and activities that they are well worth including in this book.

The objectives of these clubs are many, as is indicated by the size and extent of their programs. In general, however, the main aims are to develop high standards of ethical, moral, spiritual, and religious character; to offer opportunities through actual life situations for the practice of these and other virtues, to instill and maintain high ideals of service, brotherhood, and good fellowship; to give practice in the various types of service; to acquaint the member with the out-of-doors and teach him to understand, appreciate, and love nature; to keep alive the pioneering spirit; to teach him to be self-reliant; to teach various forms of arts and craft work; to teach a love for the usual drudgery tasks of the home; to give vocational insights and knowledge; to promote worthy school campaigns; to teach him, through practice, such elements of citizenship as thrift, reverence, courage, and kindness.

## JUNIOR RED CROSS

## ACTIVITIES AND PROGRAM MATERIAL

History and development of the Junior Red Cross

War and peace activities of this organization

The purpose, materials, and methods of this club

The organization of Junior Red Cross: adult Committee, and Junior Red Cross Council, functions and activities, officers and committees and their duties

Music, literary, dramatic, and other entertainments and programs given may be repeated in Veteran's Hospitals, orphanages, county homes, old people's homes, and various other institutions of this type. Many of these programs might be given in churches and halls in foreign quarters or in the poorer districts about the city.

Participation in community service: clean-up campaigns and drives; health and sanitation activities, beautifying vacant lots, dump heaps, etc.; removing unsightly advertising boards, accident and danger surveys; distribution of vegetables, food, and clothing; pageants and dramatics; earning money for National Children's Fund; giving through school papers and other publications information about Red Cross Activities, reporting dangerous places, crossings, and obstructions, wires down, broken rails or hydrants; assisting in campaigns of safety first and accident prevention.

Thrift activities: earning, saving, giving, and spending money wisely; the local Service Fund and National Children's Fund

Life saving, home hygiene, health, and care of the sick, safety-first and first-aid activities may be carried on in cooperation with the First Aid, Personal and Public Health, Safety First, Home Nursing, Life Saving, and other appropriate clubs. (See these clubs for suggestions)

Equipping and care of a school rest, or hospital, room

Causes and the prevention of sickness and accidents

Babies and their food, dressing, and care

Equipment and care of the sickroom

Beds and bedmaking for the sick: airing and changing clothes

Baths and bathing: kinds, methods, and purposes

Care of patients having communicable diseases

First-aid treatment for common ailments and in emergencies

Special care of children, aged, and chronic cases

Relation of posture, exercise, rest, cleanliness, and clothing to health

Health, accident, and danger survey of the home

Collecting, making, packing, and shipping boxes of Christmas gifts, clothes, dolls and toys, sweets, pictures and scrapbooks, game and recreation equipment, books to children of other communities and other lands

Making Christmas gifts for disabled veterans in hospitals

In the primary grades cutting activities, cut-outs, chains, and transparencies may be made and sent as decorations or made into picture books or scrapbooks for entertainments in veteran's hospitals, old people's homes and children's hospitals, orphanages, and institutions.

In the intermediate grades drawing, basketry, weaving, pottery, painting, and other handwork and language study may be utilized for service through making tray decorations and favors, greeting cards — birthday and seasonal, calendars and blotters, joke books, woven mats, and other gifts for veteran's hospitals, city, county, and state institutions, children's homes, and individual shut-ins.

The service work of the junior and senior high school may center around manual training, woodworking, shop, activities of various kinds, sewing, cooking, canning, in the making of writing desks and tables, and chairs, bed tables, lamp stands, doll houses, toys, and puzzles, magazine and book racks, laundry bags, neckties, mittens, candy, jelly, jam, clothes, and other comforts and treats especially for veteran's and children's hospitals; rompers, shirts, pants, coats, shoes, hats and caps, and other garments may be made or remade for children in disaster-stricken lands, here or abroad; bedclothes and quilts may be collected for destitute individuals or families here and elsewhere. Old papers, rags, junk, and similar material may be collected and sold for the Service Fund.

Sending of Christmas gifts, food, reading material, and other articles to soldiers and sailors

Correspondence and letters to children in hospitals and orphanages

Exchanging with schools of foreign countries portfolios containing illustrated letters

Exchange of letters and gifts with United States Indian schools through an "Indian School Partnership"

Activities about the school such as: placing of receptacles for refuse on school property; provision of fresh flowers for the school office; making and placing of signs concerning the neatness and tidiness of the building and grounds; sanitary inspection of the building and grounds; inspection of fire fighting and fire escape apparatus; cataloguing the books in the library; assisting in weighing pupils and keeping health records; purchase and distribution of milk and hot lunch for the undernourished children; beautify-

ing the school grounds by means of shrubs, trees, and flowers; removal of trash; collection of nails, broken glass, and other dangerous material; making and filling of window boxes; cutting weeds; protecting bird and animal life; fighting flies and other harmful insects; promoting clean-up days

Reading and study of material from the *Junior Red Cross News* and *High School Service*, two magazines published by the Junior Red Cross

### REFERENCE

Material and information about the work of the Junior Red Cross may be obtained from the National Headquarters of the American Junior Red Cross, Washington, D. C., H. B. Wilson, National Director; A. L. Schaefer, Associate National Director.

## HI-Y

### ACTIVITIES AND PROGRAM MATERIAL

History and development of the Hi-Y movement and explanation of its name

The aims, purposes, ideals, and general program of this organization

Membership qualifications of this club, local autonomy of clubs

The slogan, purpose, dynamic, and objectives of the Hi-Y Club

The organization of the Advisory Council sponsoring the club

Internal organization of the club: officers and committees and their duties

Discussional activity emphasizing life problems of interest to boys of the club rather than an information getting procedure

Special efforts such as the following:

High standards of scholarship

Continue your education in higher institutions

Stay in school

Clean speech, clean living, and clean athletics

The campaign of friendship

World Brotherhood

"Come-to-high-school" campaign conducted for eighth graders

Join your Sunday school or church

Earn, save, and give; no-crib and no-copy, and other campaigns

Vocational talks, discussions, and debates on such topics as: fundamental principles in the choice of a life work, requirements, pay, inducements, safety, preparation, and training required, opportunity for advancement or promotion, ultimate end, etc.



Self-analysis of interests, aptitudes, and capabilities, with the use of blanks now published, and with the help of teachers, parents, and friends who know the pupil

The boy who must leave school to go to work

The boy who plans on going on to the college or university

The requirements, preparation, opportunity, work, rewards, and opportunities for promotion of the lawyer, minister, physician, dentist, teacher, farmer, machinist, painter, architect, engineer, sculptor, business man in various enterprises, banking, manufacturing, and shop keeping. Much of this work might be done jointly by the Hi-Y and the Career Club. (See Career Club for additional material.)

Discussion of such topics as: good sportsmanship; manners and courtesy; doing my best; giving and taking, procrastination, the thief of time, practical Christianity; proper use of the Sabbath; school standards in scholarship; ethics and athletic relationships, smut and profanity; friendship; citizenship; profitable vacationing, hobbies, money, use and misuse; books and magazines; preparation for manhood; what is a man? choice of companions; the cause and cure of the blues, our thoughts; a clean slate; the danger of drifting, showing appreciation

Such service tasks as the following might be performed:

Welcoming freshmen and helping them to start right

Tutoring backward students

Entertaining boys who are away from home

Assisting absentees to make up work

Entertaining the faculty at a banquet, dinner, or luncheon

Conducting outings and hikes for unfortunates

Football dinner to the football team

Conducting English and Americanization classes for foreigners

Assisting foreign or handicapped pupils

Alumni dinner during the holidays for local graduates

College dinner for those who are graduating

Forming and leading reading groups

Making posters, signs, charts, and notices for various purposes and groups

Leading the singing and music at meetings of various types

Assisting playground and gymnasium leaders and instructors

Planning and conducting outdoor meetings, in churches, lobbies, and elsewhere

Annual party for the girls

## World Brotherhood Dinner

Planning Father-and-Son or Sister-and-Mother Banquet

Breaking up crap shooting, telling of improper stories, etc.

Providing Christmas and Thanksgiving dinners for the poor

Urging grammar graduates to come to high school

Visiting sick members and pupils of the school

Conducting clubs and socials for philanthropic and service groups

Teaching Sunday-school classes and vacation Bible classes

"Protection-of-Birds" campaign, including a bird-house contest

Providing music and entertainment for children in hospitals, shut-ins,  
old people, and for homes, jails, and other institutions

Sponsoring marble-shooting and kite-flying contests for younger boys

Stimulating hobbies among younger boys

Assisting teacher in handling routine details of school

Lending books and magazines to worthy boys

Substituting for teacher when she is absent

Assisting in the office

Patrolling the corridors and stairs

Earning for, and giving to, worthy causes

Conducting observation groups and trips

Promoting and leading of hikes and camps

Raising money for worthy objects

Promotion of neighborhood playgrounds

Taking part in various church and religious activities

Serving as camp leaders during the summer

Coaching younger boys in games and athletics, swimming

Officiating at games and contests of younger boys

Serving on various welfare and service committees in the school

Assembly programs with suitable talks, music, dramatizations, and demonstrations of club work, ideals, and activities

Promotion of interest in and sending delegates to boys' camps, conferences, conventions, meetings, and institutes

Cooperation with Girl Reserves, Service, Welfare, Junior Red Cross, and other similar clubs on topics and activities of mutual interest and benefit

## REFERENCES

To secure bulletins, folders, and material regarding the development, organization, activities, and program of the Hi-Y, address the National Secretary for Work with High School Boys, the National Council of Young

Men's Christian Association at 347 Madison Avenue, New York City, or local and state secretaries of the Association throughout the United States.

## GIRL RESERVES

### ACTIVITIES AND PROGRAM MATERIAL

Origin and history of the Girl Reserve Movement

The aims, purposes, materials, and methods of this movement

The slogan, purpose, and code

Membership requirements, age limitations: junior and senior clubs

Cardinal principles: health, knowledge, and spirit

The local organization of the club: officers and committees

The local council and the Interscholar Council

The Registered Girl Reserve Club Plan

Uniform of the Girl Reserves: colors and symbolisms, arm bands, and insignia

Special insignia for achievement: Health, Knowledge, Service, and Spirit Badges

The Girl Reserve ring and method of winning it

Assisting at registration and counseling time

Performing locker-room, cafeteria, and study-hall duty

Coöperation with Hi-Y, Service, Welfare, Gift, and other clubs on topics of mutual interest

Washing dishes for the Hi-Y when it entertains

Acting as hostesses to freshmen girls, teachers, visitors, and others

Encouraging worthy ideals of fair play and good sportsmanship

Promoting the keeping of a budget

Coaching weaker students and those who have been absent

Carrying assignments and books to absentees who can work

Promoting the use and development of and supervising the library

Assisting in the supervision of the playground, pool, and gymnasium

Holding contests in games, stunts, recreations, and activities

Folk dancing and singing of folk songs

Nature-study work on trees, birds, flowers, plants, animals, and minerals

Holding devotional meetings

Discouraging cribbing and copying in the school

Publicity work by posters, advertisements, and other means

Discussion of the problems of boy and girl relationships

Conducting Bible study: emphasizing life problems

- Sending delegates to summer camps, conferences, and conventions
- Caring for younger children
- Carrying on correspondence and exchanges with clubs of other countries
- Staging a fashion show for the school
- Settling difficulties over nationalities
- Bringing speakers to the school
- Service and welfare activities, Christmas and Thanksgiving boxes
- Sending fruit, magazines, books, cards, notes, toys, and sweets to sick and shut-in members and to orphanages, pupils, old people's homes, and other institutions
- Making of scrapbooks and picture books for hospitals
- Various religious activities and duties
- Promoting "Join-your-church-or-Sunday-school" campaigns
- Care of the hospital or rest room
- Welcoming new students and freshmen
- Assembly programs, demonstrating and dramatizing club work, installation service, senior farewell ceremonial
- Study and practice of Parliamentary Law
- Conferences, conventions, and meetings on topics of interest to girls
- Conducting of a vocational conference: methods of self-analysis, discussion of opportunities open to girls; consideration of preparation and ability required, rewards, opportunity for advancement or promotion, and safety. This might be done in coöperation with the Hi-Y and the Career Club. (See Career Club for additional material)
- Citizenship activities
- Story-telling to small girls and children
- Assisting the teacher in her work: handling routine, substituting, etc.
- Promotion and handling of student loan funds
- Recreational activities: games, stunts, hikes, parties
- Holding a Mother-and-Daughter or Father-and-Son banquet
- Conducting hikes, trips, and excursions for other pupils
- Nature-study trips, and hikes
- Round-table discussion of such topics as: friendship, friends, how to make and keep them; manners and courtesy, grace and how to develop it; what we like in each other; developing what we have; hobbies; worth-while amusements and recreations; good books and music; suitability of dress; health topics; movies and movie stars; thrift activities; nature lore; handicraft activities; favorite books, pictures, poems, authors, speakers; profitable vacationing, practical Christianity, service, criticism of others;

kindness; fellowship; religion, fits and misfits; how I live twenty-four hours a day; who is my neighbor?; race conditions; good taste; New Year's resolutions

Study of girls of other countries: life and activities

Handicraft work with raffia, stenciling, knitting, bead work, sewing, basketry, sealing wax, painting

Exhibits showing work of the National Child Labor Committee, National Consumer's League, the Children's Bureaus, and National Child Welfare Association

Public and community service: clean-up drives and campaigns, Christmas tree celebrations, carol singing; parades, supervision and promotion of playground and swimming pool activities; hospital and clinic assistance; pageants and dramatics; assistance in drives against billboards, unsightly dumps, vacant lots; programs at city and county homes and institutions, taking baby census, selling flags for American Legion, adopting a poor family; furnishing milk, food, clothing, and fuel to needy families or orphans; giving teeth and health talks to elementary-school children

#### REFERENCE

Information, materials, books, and other supplies may be obtained from the Girl Reserve Department, National Board of Young Women's Christian Association, 600 Lexington Avenue, New York City. Other material of interest to this club may be found under Camping, Citizenship, Gift, Handicraft, Hi-Y, Nature Study, Service, and similar clubs in this book.

### CAMP FIRE GIRLS

#### ACTIVITIES AND PROGRAM MATERIAL

History and development of the Camp Fire organization

The aims, purposes, ideals, work, and activities of the Camp Fire Girls Organization of the unit and its officers

The Camp Fire Law, Slogan, Creed, Watchword, and Hand Sign

The ranks in Camp Fire Girl's organization: Wood Gatherer, Fire Maker, and Torch Bearer; the "Desires" of each; work of each rank; eligibility tests

The insignia: ring, pin, and bracelet

The symbolism of the Camp Fire and its Honors

Dress, materials, and design; headband, moccasins, gown, beads, etc.

Ceremonial programs and meetings

Keeping of daily health charts

Making of a ceremonial gown and headband

Keeping of thrift chart showing money earned or received, spent, and saved

Camp Fire Honors and corresponding activities

Home craft (orange color for flame) selection of foods, general cooking, cooking for the sick, ironing and pressing, laundering, washing dishes, serving, setting table, caring for the baby, dressing fowl, cleaning an ice chest

Health craft (red for blood) abstaining from excessive eating of candy, ice-cream, sundaes, etc. and chewing gum; sleeping out of doors or with windows open, swimming, skating, and other sports, walking, playing, singing, and dancing games; freedom from colds, first aid, personal hygiene

Camp craft (brown for the woods) make a bed on the ground; build an open fire in the wind and rain; make a bean hole and cook beans in it, fry an egg on a hot stone, help to build community fireplace; help to clear or improve trails, row, ride horseback; fire lore, knot tying; tent craft, weather lore; trail and map making

Handicraft (green for nature): trim a hat; weave some article; wood carving, pottery, stenciling, bind a book, photography, make set of baby clothes; embroider or bead a shirtwaist or dress; use all attachments on the sewing machine and keep it in order for three months; decoration, design, basketry, dyeing, modeling

Nature craft (blue for the sky): study of the stars; identify and describe twenty wild flowers; have a "lunch counter" used by at least four different types of birds, window gardening, identify eight birds by flight, describe home and habits of wild animals; gardening, observation of plants, trees, flowers, animals, insects, minerals, tree planting

Business craft (yellow for gold). earn money and give it to some good cause; save per cent of allowance; do not borrow money or articles; serve as treasurer of an organization; keep accounts; fill regular position for earning camping money; punctuality at business and school; plan budget

Patriotism and Citizenship (red, white, and blue): give some service; history and meaning of national flag; name, locate, and tell functions of ten institutions for relief or betterment in community, swat twenty-five flies daily for one month; beautify front yard; destroy harmful insects; promote pageants and festivals; clean-up campaigns; Americanization work, community service; Red Cross activities; Church work and activities, history study

Big honors, local and national honors, and methods of winning

Assembly programs dramatizing and demonstrating activities of the club.  
A regular ceremonial meeting would make a good assembly program.

Making of nature-study, handicraft, camp-craft, and other exhibits for the school

Demonstrations of work at meetings for parent-teacher's association, faculty meetings, and outside groups

### REFERENCES

*Book of the Camp Fire Girls, Camp Fire Vacation Book, Everygirl's Magazine, The Guardian Magazine*, and booklets, pamphlets, and folders may be obtained from the national office, Camp Fire Girls, Incorporated, 31 East 17th Street, New York City. Other material suitable for camping, first aid, safety first, home making, and similar activities will be found under the appropriate clubs in this book.

## BOY SCOUTS

### ACTIVITIES AND PROGRAM MATERIAL

The history and development of the Scout movement

The aim and purposes of Scouting

Organization of Boy Scouts. Patrol and Troop; city, county, district, and national organization

Scout officers: qualifications, function, work, method of appointments; Scout Master, Scout Executive, Scout Commissioner, Committees, and others

The Scout motto, "Be Prepared," and its meaning and importance

The Scout Oath and Law and their place in the life of the boy and citizen

The Scout sign, salute, and handclasp

The main ranks of Scout: Tenderfoot, Second-Class, and First-Class, and their work and requirements

Other ranks in Scouting: Life, Star, Eagle, Associate, Veteran, and the requirements for each grade or rank

The Scout badge: its parts, symbolism, and method of earning

Scout uniform: hat, insignia, stripes, etc.

Merit badge work and activities: Agriculture, Bird Study, Art, Cooking, Cycling, Botany, Forestry, First Aid, Gardening, Hiking, Insect Life, Life Saving, Mining, Painting, Music, Personal Health, Radio, Safety First, Swimming, Taxidermy

The Court of Honor: organization, function, and activities

Honor medals for unusual bravery or heroism

Knots and knot tying: parts of a rope — standing, bight, and end; types of knots — square, sheet bend, bowline, slip, sheepshank, clove hitch, timer hitch, blackwall hitch, fisherman's knot, double carrick bend, etc., uses. (See Sailor's Club.)

Woodcraft: kinds of wood and their uses; tools and implements, their use and care; methods of cutting, trimming, and fitting timber, making a cabin or lean-to, judging distance, weight, size, and height; finding directions from stars, moss, trees, watch, etc., what to do if lost; making fire without matches. (See Nature-Study Clubs.)

Nature study: kinds of birds, reptiles, insects, butterflies, fishes and water life, domestic and wild animals, large and small — their habits, habitats, songs, food, etc.; trees, flowers, and plant life; stars and astronomical phenomena; rocks, soil, pebbles, and minerals; photographing and sketching these items; study of methods of protecting; capturing and use in making a zoo, herbarium, garden, aquarium, or "nature preserve." (See Nature-Study Clubs.)

Study of the weather and weather signs. clouds, rain, snow, sleet, wind, frost, temperature, lightning, etc.; weather maps and mapping, weather flags and signs

Signals and signaling: methods and materials; fire smoke, flags, radio, buzzer, hand signs, whistle, and horns (See Signaling Club)

Stories and fiction of scouting: nature study, camping, seamanship, travel, and adventure

Thrift-promotion activities (See Thrift Club)

Campcraft hiking and the overnight camp; methods and principles in the selection of a camp site — accessibility, drainage, protection, fuel, and water, erecting the camp buildings, or pitching and ditching the tents; making of suitable stove, furnace, or fireplace; types of fires; methods of making and uses, camp incinerators; camp cookery; disposal of refuse and garbage; camp games, stunts, and recreations both in the water and on the land; trailing and trail marks; stalking animals of various kinds; canoeing, rowing, and sailing, life saving methods and practice; safety first; first aid to man and animals. (See Camping, Cooking, Safety First, and First-Aid Clubs.)

First-aid activities: rescuing from drowning, breaking death grips, towing ashore, rescuing from a boat; methods of resuscitation

First aid in: snake, animal, and insect bites; burns, scalds, and sun-



stroke; falls; accidents of all kinds; bandaging and splinting fractures stretcher bearing, toothaches, headaches, fainting, choking, nosebleed frostbite, frozen fingers, toes, ears, etc., antiseptics and the care of a fresh wound; poisons and emetics, bleeding and application of tourniquets The materials and equipment of a first-aid kit. (See First-Aid Club)

Safety first: provision for safety in the water — ropes, lines, boats, life preservers, buoys; safety first in food selection, preparation, preservation, and serving; care with tools and implements; danger from sharp sticks, nails, fences, etc., prevention of harm from animals, dogs, cattle, snakes, and insects; prevention from poisoning by plants, care of the eyes, ears, throat, teeth, feet; safety first at home — needles, pins, matches, tools, glass, wire, guns, fireworks, kerosene and gasoline, old greasy rags, electric connections and wirings; safety first on the street crossings, at school, in vehicles and transportation, in public buildings, in crowds (See Safety-First Club.)

Scout games and stunts tilting, skunk tag, flag race, besieged city, lion hunting, flags, the corral, tower ball, border scouting, and treasure hunts

Participation in public functions. Memorial Day, Flag Day, Fourth of July, Armistice Day, and other parades; field meets, scout meets, and tournaments; assembly programs demonstrating Scout activities or Court of Honor Meeting, ushering at community events, football games, programs, and concerts; meeting trains and escorting delegates to conferences or conventions; community service of various kinds

Citizenship activities. study of history of country, civic organization and responsibilities, proper display of and respect for the flag; decoration of graves, birthplaces, monuments, and memorials; participation in memorial meetings; loyalty to self, family, church, and nation

Tree, shrub, and flower planting on school property

Supervision of playground and school property

Encouraging worthy ideals of fair play

Assisting in welcoming new pupils

Showing visitors and friends about the building

Acting as messengers and giving other service to the principal and teachers

Welfare and service activities of various kinds

Corridor, stairs, office, and lunchroom duty

Assist playground, pool, and gymnasium instructors

Assist in conducting school and nature-study hikes

Making posters, cartoons, signs, charts, and slogans and giving other publicity to good school work and activities

Promote safe playground activities: inspect apparatus, collect broken glass and nails, remove stumbling and slipping hazards, inform authorities of broken wires, open manholes, and dangerous obstructions

Discussion and reading of material from *Boys' Life*

Study of Boy Scouts in other countries

Visits to and with other troops and Scout groups

Keeping an illustrated record of the club's activities

Talks from Scout leaders and others competent to discuss Scout activities: camping experts, naturalists, physicians, dentists, artists, photographers, sailors, aviators, bankers, business men, and teachers

Study of vocations in Scouting

Opportunities for education necessary for the volunteer and the professional Scout leader

#### REFERENCES

*Community Boy Leadership*, *Boy Scout Manual*, *Merit Badge booklets*, *Scout Master's Manual*, *Scouting Games*, *Boys' Life Magazine*, and much other material may be obtained from Headquarters, National Council Boy Scouts of America, 200 Fifth Avenue Building, New York City. Other material will be found in the discussion of the particular clubs suggested above. Nature Study, Camping, Thrift, Sailor, Signaling, First Aid, Safety First, and others See Chalmers, B., *The Boy Scout and His Law*. The Macmillan Company

### GIRL SCOUTS

#### ACTIVITIES AND PROGRAM MATERIAL

The history, origin, and development of the American Girl Scout movement and organization

Discussion of aims, ideals, subject matter, and method of scouting

Girl Scout Motto, Slogan, Salute, Pledge, Promise, and Laws; and their place and significance in the work

Organization of Girl Scouting: Lone Scout, Patrol, and Troop, numbers, emblems, relationships, etc.

Officers: Second, Patrol Leader, Lieutenant, Captain; Executives; eligibility and requirements; commissioning; functions and work

Local and National Council organization and functions

Scout classes: Tenderfoot, Second Class, First Class, and Golden Eaglet; Brownie and Citizen Scouts, membership and eligibility requirements, work, activities, and tests

Scout uniform, dress, and outdoor insignia, equipment

Proficiency tests and Merit Badges

Patrol system and Court of Honor

Knots and knot tying: parts of a rope, standing, bight, and ends, knots—square, sheet end, bowline, clove hitch, fisherman's, sheep shank, timer, half hitches

Proficiency tests and Merit Badges: Artist, Bookkeeper, Business, Dancer, Flower Finder, Horsewoman, Interpreter, Musician, Star Gazer, Health Winner, First Aid, Home Nurse, Laundress, Child Nurse, Needlewoman, Homemaker, Health Guardian, Scribe, Citizen, Craftsman, and others

Hiking: day and overnight hiking; purposes, clothing, material, and equipment; firemaking and cooking; activities, safety-first precautions; methods of capitalizing hikes

Nature study. study of the habits and habitats of reptiles, birds, insects, butterflies, fishes, and pond and stream life, domestic and wild animals; trees, flowers, and plant life; stars and astronomical phenomena; soil, rocks, pebbles, and minerals; sketching and photographing these items, methods of protecting them; making of a museum, herbarium, zoo, garden, or aquarium. (See Nature-Study Clubs)

Study of weather and weather signs and mapping rain, sleet, snow, clouds, thunder, lightning, wind, frost, temperature, etc.; weather signs and flags

Camping: principles in selection of a site, accessibility, protection, fuel and water, drainage, types of buildings or tents and their construction, erection; camp clothing and equipment; selection, preservation, and storage of foods; camp cookery; camp sanitation, disposal of refuse and garbage; camp routine; camp inspection; camp games and recreations, in water and out; camp-fire stories and stunts; first aid and safety first; nature study and other educational activities. (See Camping Club)

Maps and mapping: sketching, scaling, use of proper equipment, conventional signs, orientation

Estimating height, distance, weight, and number

Locating direction by means of the compass, stars, sun, from nature, moss, trees

Signaling with flags, code, smoke, hands and arms, whistles and horns

First-aid activities: foreign objects in the eye, nosebleed, choking, fainting, removing splinters, bandaging, treatment for scalds, burns, and ivy poisoning, applying tourniquets, sprains and bruises, care of fresh wounds, antiseptics, poison emetics, methods of resuscitation, toothaches, caraches, frostbite, stings and bites of insects and animals

Observation and description of contents of a room, or in shop window, on a table, stretch of country

Group recreation including quiet and active games, singing, story-telling, folk dancing, and simple dramatizations

Thrift activities: earning money to buy personal or troop equipment, starting a savings account; other thrift activities. (See Thrift Club.)

Home activities of Girl Scouts: cooking, sewing, darning, knitting, and crocheting, making beds, caring for the sick or invalid; setting a table and arranging menus; ironing, pressing, and laundering; removing spots and stains, gardening, giving first aid, planning house arrangement, selecting and purchasing foods, clothing, and home furnishings

Health activities of Scouting first aid, swimming, hiking, boating, and dancing, games and stunts, eating, drinking, sleeping schedules, exercising, cleanliness, posture, camping, wearing of proper clothing, etc.

Citizenship activities: knowledge of important local and federal offices and officers; patriotic songs; respect and display of the flag, flag history, parliamentary law; use of story telling, dramatics, and pageants in community interests

Community health survey and care. assistance at playgrounds, and swimming pools, investigation of water and milk supplies; disposal of waste and garbage, registration of births, prevention of infant mortality; entertainment of children awaiting treatment or examination in hospitals and clinics; caring for babies and small children so mother can vote, shop, or leave the home, participating in clean-up days and campaigns; inspection of public parks and places and reporting on matters that require attention; visits to city and community offices and plants for study and service

School service: messenger, errand, and chore service for the principal office, or teacher; caring for smaller children on playgrounds and about the building; leading games and recreations on the playground and in the gymnasium; helping with the school lunches; serving milk or other food during school hours; care of school playground equipment and reporting broken pieces, dangerous material, obstructions, etc.; collection of broken glass, nails, and other dangerous material about the school or school building, playground, or premises; attending booths and serving refreshments, ushering; acting as guides to visitors or friends of the school

Charity work: filling Christmas stockings, packing clothing and food for distribution to needy families and friends; donating to help other children; making scrap and picture books for distribution; doing housework for sick

mothers; sending fruit, flowers, candy, books, and magazines to those sick or injured; personal visits to these shut-ins

Publicity work: use of school or Scout bulletin board, publications assemblies, and posters

School credit for Scout activities

Developing a "Scout Shelf" of books and material in the school library

Presentation of flag, pictures, statues, books to the school

How Scout troops are using school buildings and equipment

Study and reading of material from the *American Girl Magazine* and the *Girl Scout Leader*

Presenting assembly programs: demonstrations of Scout procedures and activities; ceremonials; patrols in council; Court of Honor, Merit Badge work, etc.; talks and discussions illustrated with slides, nature material, games, stunts, etc.; dramatizations and playlets built around Scouting themes

Vocations in Scouting and educational or training opportunities for these

#### REFERENCES

*Scouting for Girls*, *Girl Scout Game Book*, *Blue Book for Girl Scout Leaders*, *The American Girl Magazine*, *The Girl Scout Leader Magazine*, and other material may be obtained from the National Headquarters of the Girl Scouts, 670 Lexington Avenue, New York City. Other material of interest and value may be found under the appropriate club in this book — Boy Scout, Camping, Cooking, Hiking, Nature Study, Signaling, Thrift, and others.

## CHAPTER XX

### CONCLUSION

The scientific study of education is yet in its infancy and the scientific study of the extracurricular phase of it has hardly been started. We have, as yet, no standards by which the relative worth of aims and objectives may be determined or attainment towards them measured, except those of unbiased opinion based upon a study of competent judgments and the material available. While these are inadequate, they do represent an attempt to evaluate properly methods and materials. The club program is not completely developed nor are all of its problems solved. Probably because of the very nature of the case they never will be, for development in community life, activities, and ideals will be paralleled, to some extent, by corresponding developments in school life, activities, and ideals, and a consequent continuous study will be necessary. But serious endeavor to make the work of school clubs more effective and valuable in the development of citizenship will result in the improvement of this part of school life.

**Club problems.** — Among the more important problems relating to the organization, administration, and supervision of school clubs are the following :

1. What are worthy and desirable objectives, aims, and ideals?
2. How can the more desirable objectives be differentiated from the less desirable?
3. What plans may be made for the continual development of desirable ideals?

4. How may the school be educated in acceptable club ideals?
5. How may the community be educated in the values of clubs?
6. How can the extent to which goals have been attained be measured?
7. By what methods may pupil interests be catalogued and evaluated?
8. To what extent should clubs be utilized for motivational purposes?
9. To what extent may clubs be utilized for purposes of guidance?
10. What study should precede the development of a club or club program?
11. What elements in the local situation should determine the club program?
12. What are the relative values of these elements?
13. What principles should govern the establishment of a club or club program?
14. What is a proper balance between curricular and extra-curricular work?
15. How may it be obtained and maintained?
16. How can the program be best supervised and administered?
17. How may duplication be avoided?
18. To what extent and in what situations might duplication be desirable?
19. What is a suitable variety in club life and activities?
20. How may a proper variety of club activities and programs be provided?
21. How may the various parts of the program be articulated?
22. What are approved and successful methods of encouraging participation?

23. How can pupil initiative and interest be developed?
24. To what extent should the pupil be encouraged to participate?
25. What steps should precede the establishment of a new club?
26. What steps should be taken to revivify or abolish an established club?
27. What is a "proper size" for club membership?
28. What should be the relation of scholarship to participation?
29. How many clubs should a pupil be allowed to join under varying conditions?
30. To what extent should the pupil participate in his club's program?
31. What is meant by "equality of opportunity" for membership?
32. How may it be provided?
33. How may secret-society tendencies be dealt with?
34. Just what equipment is needed to add to club values?
35. How may the club program be adequately and reasonably financed?
36. What is adequate financing?
37. What school premises should be utilized or provided for clubs?
38. When can sufficient time be found for the club program?
39. What is the effect of club membership on scholarship?
40. If detrimental, how may this be prevented?
41. How may undesirable outside influence be curtailed?
42. Precisely what is formalization?
43. How may excessive formalization be avoided?
44. To what extent shall there be formality in chartering the club?



45. To what extent should clubs repair or replace school property, sell articles, etc.?
46. What should be the internal organization of the club?
47. How frequently should meetings be held in order that the best results may be obtained?
48. What should be the length of the meetings?
49. What are the best times for club meetings?
50. What are the elements that constitute an interesting program?
51. How may an interesting program be developed?
52. What should be the length of the term of club membership?
53. Should there be ranges of membership within the club?
54. If so, on what should these ranges be based?
55. Should boys and girls belong to the same clubs?
56. To what extent?
57. Should club work be given regular curricular credit?
58. How may desirable club publicity be obtained?
59. Should sponsors be assigned, elected, or appointed? On what basis?
60. What are the elements of good sponsorship?
61. How may these elements be developed in teachers who want to sponsor?
62. What attitude should be taken towards teachers who do not want to sponsor?
63. How should the faculty be educated in club ideals and values?
64. Just where should the teacher cease to teach and begin to sponsor?
65. To what extent should the clubs be sponsored by outside sponsors?
66. How should outside sponsors be educated in worthy club ideals?

67. How may experimentation and research in club activities be conducted?
68. How may causes for club failures be studied?
69. How may club failures be prevented?
70. Where may additional material for clubs be obtained?

An attempt to answer the above questions will show just how little we really know about the club program. It will be noted that in this list there are many problems in school club practice which have, tentatively at least, been solved, but it must be remembered that these solutions have been made on the basis of opinion or of local, or otherwise limited, experience and probably cannot be accepted as being solutions for all time, or for all situations. Changes in community ideals and life and consequent alterations in school activities and emphasis will demand new adaptations and adjustments in the program of clubs. And while within a decade or two many of the major problems will have been solved and many of the more important principles established, changing situations will continually present new problems. In short, the club program like any other educational program must be continually developing.

As these activities are increasingly studied, as more intelligent provision is made for their organization, administration, and supervision, and as the influence of tradition and prejudice becomes less and less, a more definite measurement of the results will be demanded. The solution of these and similar problems will require experimentation and scientific study. Opinion is worth something, expert opinion is worth more, but demonstrable facts are worth still more, and these will come after devices, instruments, and techniques have been developed for measuring and evaluating these activities.

Such a study should help to reveal the possibilities of clubs as agents of curricular, ethical, social, physical, and vocational guidance. It may be that more may be learned about the

pupil from his voluntary participation in the things in which he is interested than from his participation under compulsion in those things in which he has no, or little, interest. The whole field of guidance should be materially aided by the results of such study. Moreover, job analysis of member, officer, and sponsor should also add to the greater probability of success of these activities.

### DANGERS

Probably the most important or the most common dangers in a program of school clubs are those of formalization and lack of proper emphasis.

**Formalization.** — The club program now is informal, and it may be that because of added attention and provision, a resultant demand for demonstrable returns will make it formal in ideals and methods. Systematic regulation and encouragement of these activities by placing them in the school schedule, by providing equipment for them, by recording participation, by limiting and encouraging participation should make them more valuable to their members, but it may also result in a formalization which will reduce them to the level of school tasks, rob them of their attractiveness, and destroy student interest and spontaneity. Such formalization may be avoided if the individuals interested will base an appropriate program of activities on justifiable club objectives and aims, and in accordance with accepted principles.

**Lack of proper emphasis.** — *Overemphasis.* It is easy, perhaps, to overemphasize the club program because it is interesting to those concerned, because it is different from the regular work of the school, and because its purposes are easily misunderstood as being amusement and recreation. The school should not exist for any subject or any extracurricular activity. These are merely the tools or the stunts of education. Their

values lie in the desirable changes they can make in the lives of children. The main job of the school, will, for a long time, probably be the so-called curricular work and no one with any interest in the activities program would ever contend that the club program is more important than the curricular program. What the club enthusiast desires, and legitimately so, is that this activity be given due consideration and an opportunity to offer its contribution in the development of citizenship.

*Underemphasis.* — In most schools there is yet a strong belief that the main business of the school is to pass on subject matter; that the mental is the most important attribute of the child and that while the social or other characteristics are important, these will be developed along with the mental without specialized effort. Such a conception of education must be banished because it is false. As has been pointed out a number of times in this book, the mental and the social phases of the pupil are different and a development in one does not necessarily bring a corresponding development in the other. An array of fine marks does not guarantee good citizenship any more than it proves that the pupil is adept at physical games and stunts. The school must definitely recognize that the social side of the pupil must be developed specifically and that this development will not necessarily be made in a class in Arithmetic, Chemistry, Latin, or some other subject. Opportunities for the development of social qualities must be provided, if the pupil is to have an all-round development.

*Misemphasis.* — Perhaps what has been said about overemphasis and underemphasis will also apply here. The club is an instrument to be utilized at a proper time and in a proper manner. It has little value if applied at other times or in other ways.

All the activities of the school might be likened to the tools in a carpenter's chest. These tools do not exist for themselves.

They are designed to assist the carpenter in the building of a house, barn, or table. They are important, and must be kept sharp, in good repair, well oiled, and free from rust in order that they may function properly when the carpenter desires to use them. But they are worthless unless utilized. In the same way, the activities of the school, curricular and extracurricular, do not exist for themselves but exist for the purpose of making the future citizen. These tools are valuable and in the interest of efficient and effective work must be kept up to date and properly cared for. They must be used at the proper times and in the proper ways by those who know how and when to use them. None of them will be "overused," "underused," or "misused."

Continuing or entertaining the idea that a club is merely a group of otherwise unbusy pupils; that definite aims are not necessary, that any teacher can sponsor, and that no specific equipment or training is necessary for sponsoring; that the club does not require serious study, planning, and organization; that highly specialized techniques are unnecessary; and that failure in club work is not a serious matter are earmarks of a misplaced emphasis in club work. Losing sight of main objectives and aims to such an extent that the club is looked upon as a school equipment repair body; as a teacher's substitute or assistant; as a provision for amusement; or as an easy method of gaining school credit through substitution of club work for curricular work are other marks of a misplaced emphasis.

#### A PROPHECY

We are willing to go on record as making the prophecy that within a few years — perhaps a decade or two — in the modern school with the exception of recreational, service, and honoring clubs, there will be no such thing as the school club; that these "club" activities will exist and be more highly developed than

ever, but that they will be accepted and incorporated into the regular work of the classroom. In other words, that they will constitute the "laboratory" or "socialized" part of the regular school work in somewhat the same way that the laboratory work now exists in the various shop, fine-arts, and home-making courses.

It was shown in the first chapter that the club and the class may supplement each other, because, although utilizing exactly the same materials, they make use of opposite methods; the class is formal, the club informal, the class requires uniformity, the club allows for individual variation; the class is largely repressive, the club expressive, because it builds upon individual interests and capacities; the class requires specific participations, the club allows freedom of choice; and the class requires work pleasing to the teacher, the club encourages work pleasing to the members. Both of these phases of school life are important and both together are more important than either one by itself. Consequently, if there were opportunity for the utilization of both types of activity — the formal and the informal, the prescribed and the chosen — there should be more valuable objectives achieved than through the use of one and one only.

In the typical class with laboratory work there is held a formal, uniform, routine class meeting for the explanation and preparation necessary before the individual work is begun. This is necessary because of the very nature of the work. But in these classes the main end of the work is the laboratory part in which the pupil goes to his desk, machine, or table and makes his own articles, or experiments by and for himself. He is supervised, guided, and helped and perhaps restricted to some extent, but, on the whole, his project is his own.

In the same way, the author can see how the clubs of the future will be incorporated as the laboratory, personal, or individual work of the class period. There will be the regular and

usual formal class, perhaps three or four periods a week in which the usual teaching is done for all. But in the other period or two, formality will give way to informality, group interest to individual interest, and uniformity to lack of uniformity. Each pupil will develop his own project in his own way, and at his own rate of speed. He will have suitable supervision and assistance from the teacher and members, but his own interests, capacities, and abilities will determine the type and the nature of his work. This allowance for individual preference is now made, to some extent, in some classes.

Immediately a large number of problems present themselves. How will you secure teachers who will be capable of handling the formal periods at one time and the informal at another with the same pupils and in the same general atmosphere? How will you get pupils to participate without forcing them to participate? How will you preserve proper relationships between the two parts of the program? How will you evaluate the work done in the "laboratory" part of the plan? How will you deal with the pupil who participates in the "laboratory" but not in the formal part? How will you deal with the pupil who participates in the formal but not in the informal? How will you prevent the "laboratory" part from becoming formalized? Or the formal part from becoming informalized? How will you provide for "hard work"? What will you do with the pupil who passes in one part and fails in the other? How will you deal with the teacher who overemphasizes one phase? How will you know when she is over- or underemphasizing? How will you measure results in the "laboratory" work? How may the teacher be prepared for this work? What kind of equipment and buildings will be needed? What will be required in the way of books and other material? How will you educate the community to accept and support this arrangement?

Naturally we have no answers for these questions because we

lack the experience and knowledge out of which answers are made. But the same questions were raised concerning laboratory work in the sciences, industrial and mechanical arts, fine arts, and home-making activities. And these questions are being answered more and more completely each year. We have no answer for these questions, we merely raise them in order to dispel any conception the reader may have concerning the naïveté of the author. Publishing a prophesy carries with it a considerable responsibility and this prophesy is not based on hasty assumption, but on a serious study of the whole club program and an appreciation of the beautiful possibilities in the supplementary relationships between these two types of activity, formal and informal.

As long as the school administrators and teachers hold to the conception that the school is a lesson-hearing institution whose main function is to pass along subject matter, and that its most educative material is that which is difficult and distasteful to the pupil, and as long as they are more interested in subjects than in pupils, just so long will the school remain a house in which subjects are taught rather than a laboratory in which citizenship is developed. When the day comes that the teacher or administrator conceives of the school in terms of justifiable functions, just then will they recognize attempts to invent, discover, or devise machinery, methods, or materials for increasing efficiency and will sympathetically assist in experimenting, testing, and adapting for purposes of improvement. The teacher of the new day will not be anxious to maintain the "integrity of his subjects," in "passing on the noble heritage," nor will he become flustered by the cry of "fads and frills," "overcrowding the curriculum," and other ridiculing battle cries of the old guard. He will demand argument and proof and will not accept ridicule or tradition as either. In short, the program will be considered an evolving one and not one in which everything worth while has



been said and done. It may be that thirty years from now our school program will no more resemble the program of today than the buildings of thirty years ago resemble those of today. Why should it?

In conclusion we should remember that these activities are in the school program whether we personally approve of them or not; they do exist and apparently have sufficient justification for their inclusion. If this is true, then the teacher must use as good judgment in wisely developing the program and utilizing it for worthy ends as she does in her regular "curricular" work. The club program is not completed or perfected but will continue to develop, paralleling the development of curricular activities, measurement, teaching, buildings and equipment, and general educational ideals. And the attitudes taken towards these club activities by those responsible for them will, in large measure, determine whether they will continue to be rather weak, unrecognized, tolerated appendages of a system designed largely for intellectual training, or whether they will be vigorous, dynamic, and functional instruments for the development of the social character of the future citizen.

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## APPENDIX I

### A LIST OF SCHOOL CLUBS

This list includes only *bona fide*, regularly organized clubs which the author actually found in schools.

Accounting	Biology	Chemistry
Acrobatic	Bird	Chess
Advertising	Blue Print	Choral
Afternoon Helpers	Boating	Christmas
Agriculture	Bookkeeping	City History
Aircraft	Book Lovers	Citizens
Antiquarian	Booster	Civic
Applied Mechanics	Botany	Clef
Archery	Boxing	Classical
Arithmetic	Boys	Coins
Art	Boys' Cookery	Collecting
Astronomy	Boy Scouts	College
Athletic	Bulletin Board	Commencement
Automobile	Business	Commercial
Baby Association	Cadet	Community
Bacteriology	Calf	Contemporary
Baking	Camera	Conservation
Band	Camp Cookery	Cooking
Banking	Campfire Girls	Corn
Baseball	Camping	Correspondence
Basket Ball	Candy	Cosmopolitan
Basketry	Card	Costume
Bee	Career	Courtesy
Bible	Cartoon	Craft
Bicycling	Cemetery	Crescendo
Big Sister <i>or</i>	Charm	Cricket
Big Brother	Chamber of Commerce	Crochet
Biography	Checkers	Cross Country

Cross-Word Puzzle	Forestry	Home Beautiful
Curio	Forge	Home Economics
Current Events	Forum	Home Environment
Custodian	Foundry	Home Nursing
Cycling	French	Horsemanship
Dairy	Freshman	Honorary
Dancing	Gardening	Hospital
Debating	General Science	Hostess
Decoration	Geography	Household Chemistry
Designing	Geology	Hustler
Declamation	German	Hygiene
Discussion	Gift	Illustration
Dramatic	Girl Reserves	Industrial
Dressmaking	Girls	Inventors
Dot and Dash	Girl Scouts	Italian
Economics	Glee	Jig Saw
Egg	Glider	Journalist
Electricity	Golf	Junior
Emblem	Good English	Junior Red Cross
Embroidery	Government	Kipling
Employment	Grace	Kitchen
Engineering	Graduation	Kite
English	Greek	Knitting
Etiquette	Guidance	Know Our City
Excursion	Gun	Lacquer
Exploration	Gymnasium	Lacrosse
Extemporaneous	Handball	Lampshade
Fancy Work	Hand Craft	Landscape
Farm	Handy	Language
Fellowship	Harmonica	Latin
Fencing	Harp	Laundry
Fiction	Health	Law
Fiddlers	Hebrew	Leaders
Field and Stream	Helping Hand	Leather
Financiers	Hi-Y	Letter
Firemanship	Hiking	Lettering
First Aid	History	Library
Flower	Hobby	Life Saving
Folk Dancing	Holiday	Life Work

Literary	Office Practice	Printing
Little Mothers	Opera	Prize Story
Livestock	Operetta	Progressive
Live Wire	Opportunity	Public Speaking
Local History	Oratory	Publicity
Luncheon	Orchestra	Puzzle
Machinery	Orpheus	Radio
Magic	Out Door	Rag Rug
Mandolin	Outing	Readers
Manners	Pageant	Red Cross
Manual Training	Paint Pot	Religious
Marine	Painters	Renovation
Marketing	Paper Flower	Reptile
Marksmanship	Parliamentary	Restoratory
Masonry	Party	Rifle
Masquers	Patriotic	Rooters
Mathematics	Pen and Ink	Repair
Mechanics	Penmanship	Reporters
Medical	Pep	Riding
Melody	Personality	Roman
Metal	Pet	Rooters
Microscope	Philanthropic	Safety First
Military	Philosophers	Sailors
Milk and Dairy	Photoplay	Salesmanship
Millinery	Physics	Sanitary
Minstrel	Physiography	Santa Claus
Minute Men	Picture	Saturday Night
Model Making	Pig	Saxophone
Monitor	Pilgrimage	Scandinavian
Movies	Pioneer	Scenario
Music	Plumbing	Sealing-Wax Craft
Museum	Poetry	Senior
Mythology	Politics	Sewing
Nature Study	Polychrome	Scholarship
Needle Craft	Poster	School Gardens
Newspaper	Potato	School Improvement
Normal Study	Pottery	School Publicity
Novel	Poultry	Science
Nursing	Press	Scouts

Scrapbook	Stenography	Typing
Scribes	Stereopticon	Ukulele
Sculpture	Stock Judging	Uplift
Secretarial	Story Telling	Ushers
Senior Guides	Student Aid	Valet
Service	Style	Vegetable
Serving	Success	Viking
Sewing	Sunshine	Violin
Shakespeare	Surveying	Vocations
Sheet Metal	Sweets	Vocational
Short Hand	Swimming	Volley Ball
Short Story	Tatting	Weaving
Signaling	Taxidermy	Welcomers
Skating	Tennis	Welfare
Sketching	Textile	Walking
Small Animal	Thrift	Wild Flower
Soccer	Toy Making	Wild Animal
Social Hour	Track	Willing Workers
Social Science	Trades	Wireless
Sophomore	Traffic	Woodworkers
Spanish	Travel	Wrestling
Sports	Tree	Writers
Stage	Trip	Yarncraft
Stamp	Tumbling	Zoology

## APPENDIX II

### LIST OF PUBLISHERS

- Abingdon Press; 150 Fifth Avenue, New York.  
Adams; R. G. Adams and Company, 15th Avenue and High Street,  
Columbus, Ohio.  
Allyn and Bacon; 11 East 36th Street, New York  
Altemus; Henry Altemus Publishing Company, 1326 Vine Street, Philadelphia.  
American Baptist Publication Society; 1701 Chestnut Street, Philadelphia.  
American Book Company; 88 Lexington Avenue, New York.  
American Economics Association; Evanston, Ill.  
American Library Association; 86 East Randolph Street, Chicago  
American Photographic Publishing Company, 428 Newbury Street, Boston.  
American School of Correspondence; Drexel Avenue and 58th Street,  
Chicago  
American Sports Publishing Company; 45 Rose Street, New York.  
American Technical Society, Drexel Avenue and 58th Street, Chicago.  
Andover Press; Andover, Massachusetts.  
Appleton and Company; D Appleton and Company, 29-35 West 32nd  
Street, New York  
Arnold Company, Inc.; Arnold, Maryland  
Arrow Book Company, 347 Fifth Avenue, New York  
Association Press; 347 Madison Avenue, New York  
Atlantic Monthly Press, Inc; 8 Arlington Street, Boston.  
Badger; R. G. Badger (The Gorham Press), 100 Charles Street, Boston.  
Baker; Walter H. Baker Company, 41 Winter St., Boston  
Bardeen; Bardeen School Supplies, Inc., 315 East Washington Street, Syracuse, New York.  
Barnes; A. S. Barnes and Company, 67 West 44th Street, New York.  
Barse & Co. (formerly Barse and Hopkins); 21-39 Division Street,  
Newark, N. J.  
Beckley-Carly Company; 17 East 23rd Street, Chicago  
Benziger Brothers; 36-38 Barclay Street, New York.  
Blakiston; P. Blakiston's Son and Co., 1012 Walnut Street, Philadelphia.

- Bobbs-Merrill Company; 724 N. Meridian St., Indianapolis  
Boni and Liveright; 61 West 48th Street, New York.  
Bowker, R. R. Bowker Company, 62 West 45th Street, New York.  
Bradley; Milton Bradley Company, 49 Willow St., Springfield, Mass  
Bragdon, Lord and Nagle Company; 334 Fourth Avenue, New York  
Bruce Publishing Company; 129 East Michigan Street, Milwaukee.  
Bureau of Inventive Service, Rochester, New York  
Burt; A. L. Burt Company, Inc., 114-120 East 23rd Street, New York.  
California Academy of Sciences; Golden Gate Park, San Francisco.  
Caspar; Caspar, Krueger, Dory Co., 454 East Water Street, Milwaukee.  
Century Company; 353 Fourth Avenue, New York.  
Christian Alliance Publishing Company; 260 West 44th Street, New York  
Civic Press: succeeded by American City Magazine Corporation, 443  
Fourth Avenue, New York.  
Collier; P. F. Collier and Son, 250 Park Avenue, New York  
Columbia Publishing Company; Washington, D. C  
Comstock Publishing Company; 124 Roberts Pl., Ithaca, New York.  
Condé Nast Publications, Incorporated; Greenwich, Conn.  
Crofts; F. S. Crofts and Co., 66 Fifth Avenue, New York  
Crowell, T. Y. Crowell Company, 393 Fourth Ave., New York  
Curtis Publishing Company; Independence Square, Philadelphia.  
Curtis and Welch; San Francisco.  
Davis Press, Inc.; 44 Portland Street, Worcester, Mass.  
DeNeane Brothers; Washington, D. C.  
Denison; T. S. Denison and Company, 623 South Wabash Avenue,  
Chicago.  
Dennison Manufacturing Company, Framingham, Mass.  
Ditson; Oliver Ditson Company, 179 Tremont Street, Boston  
Dodd, Mead, and Company, Inc.; 443 Fourth Avenue, New York.  
Domestic Engineering Company; 1900 Prairie Avenue, Chicago.  
Donohue; M. A. Donohue and Company, 701-733 South Dearborn Street,  
Chicago.  
Doubleday, Doran and Company, Inc.; Garden City, New York.  
Drake; Frederick J. Drake and Company, 179 North Michigan Avenue,  
Chicago.  
Dramatic Publishing Company; 1542 South Dearborn Street, Chicago.  
Duffield and Company, 200 Madison Avenue, New York  
Dutton; E. P. Dutton and Company, 681 Fifth Avenue, New York.  
Educational Publishing Company; 221 Fourth Avenue, New York.

- Elder; Paul Elder and Company, 239 Post Street, San Francisco  
Elm Tree Press, Woodstock, Vermont  
Excelsior Publishing Company, 368 Milwaukee Avenue, Milwaukee.  
Financial Liberty League, 7 Pine Street, New York.  
Fischer; Carl Fischer, Inc., 56 Cooper Square, New York.  
Flanagan; A. Flanagan Company, 920 North Franklin Street, Chicago.  
Forbes; B. C. Forbes Publishing Company, 120 Fifth Avenue, New York.  
Forsythe Publishing Company; 204 South Eighth Street, St. Louis  
Franklin Publishing and Supply Company; 1931 Cherry Street, Philadelphia.  
Funk and Wagnalls Company; 354-360 Fourth Avenue, New York.  
Ginn and Company, 15 Ashburton Pl., Boston  
Globe Book Company; 175 Fifth Avenue, New York.  
Gorham Press, The, *see* R. G. Badger  
Grafton Press, The; Frederick H. Hitchcock, 145 West 40th Street, New York.  
Gray; H. W. Gray Company, 159 East 48th Street, New York  
Gregg Publishing Company, The; 20 West 47th Street, New York.  
Grosset and Dunlap; 1140 Broadway, New York.  
Haight; R. J. Haight, 440 South Dearborn Street, Chicago.  
Hall and McCreary Company; 430-432 South Wabash Avenue, Chicago  
Harcourt, Brace and Company; 383 Madison Avenue, New York  
Hardy; L. P. Hardy and Company, South Bend, Indiana.  
Harper and Brothers; 49 East 33rd Street, New York.  
Harvard University Press, Randall Hall, Cambridge, Mass.  
Heath; D. C. Heath and Company, 285 Columbus Ave., Boston  
Henley; Norman W. Henley Publishing Company, 2 West 45th Street, New York  
Hinds, Hayden and Eldredge, Inc.; 9 Union Square West, New York.  
Holt; Henry Holt and Company, 1 Park Avenue, New York.  
Houghton Mifflin Company; 2 Park Street, Boston.  
Huebsch; B. W. Huebsch (The Viking Press), 30 Irving Place, New York.  
Industrial Education Book Company, Box 153, Back Bay, Boston.  
Industrial Press; 140-148 Lafayette Street, New York.  
International Publishers Co., Inc., 381 Fourth Avenue, New York.  
Jacobs; George W. Jacobs and Company, now Macrae Smith and Company, 1712 Ludlow Street, Philadelphia.  
Judd; Orange Judd Publishing Company, 15 East 26th Street, New York.  
Kenyon Press, 291 Kenyon Avenue, Wauwatosa, Wisconsin.



- Knopf; Alfred A Knopf, Incorporated, 730 Fifth Avenue, New York  
Laird and Lee; 2001 Calumet Avenue, Chicago  
Lane; John Lane, London. American agents· Bridgman Publishers,  
Pelham, N. Y.  
LaSalle University Press; 4101 South Michigan Avenue, Chicago  
Lea and Febiger; 600 South Washington Square, Philadelphia  
Lippincott; J B Lippincott Company, 227-231 East Washington Square,  
Philadelphia.  
Little, Brown and Company; 34 Beacon Street, Boston  
Longmans, Green and Company, 55 Fifth Avenue, New York  
Lothrop, Lee and Shepard Company; 275 Congress Street, Boston.  
Luce; John W. Luce and Company, 212 Summer Street, Boston  
Lyons and Carnahan; 221 East Cullerton Street, Chicago  
Macmillan; The Macmillan Company, 60 Fifth Avenue, New York City  
Manual Arts Press; 237 North Monroe Street, Peoria, Illinois  
Marvin and Gempfert; Cleveland, Ohio.  
McBride; Robert M McBride and Company, 7 West 16th Street, New  
York.  
McClurg; A. C. McClurg and Company, 329 East Ontario Street, Chicago.  
McGraw-Hill Book Company; 370 Seventh Avenue, New York.  
McKay; David McKay, 604-608 South Washington Square, Philadelphia  
McKinley Publishing Company; 1619 Ransstead Street, Philadelphia.  
McVey; John Jos. McVey, 1229 Arch St., Philadelphia.  
Mendota Book Company; 208 Lathrop Street, Madison, Wisconsin  
Methodist Book Concern; 150 Fifth Avenue, New York  
Merrill, Charles E. Merrill Company, 387 Fourth Avenue, New York.  
Minton, Balch and Company; 11-17 East 45th Street, New York  
Munn and Company; *see* Scientific American Publishing Company.  
National Tuberculosis Association; 370 Seventh Avenue, New York.  
Nelson; Thomas Nelson and Sons, 381-385 Fourth Avenue, New York.  
Newson and Company; 73 Fifth Avenue, New York.  
Noble and Noble; 76 Fifth Avenue, New York.  
Novello and Company; London, England (H W. Gray, American Agents.)  
Open Court Publishing Company; 337 E. Chicago Avenue, Chicago.  
Ottenheimer; I. and M. Ottenheimer Company, 800 East Fayette St.,  
Baltimore.  
Outing Publishing Company; Albany, New York.  
Owen; F. A. Owen Publishing Company, Dansville, New York.  
Oxford University Press, 114 Fifth Avenue, New York.

- Paine Publishing Company; 15 East 4th Street, Dayton, Ohio.  
 Penn Publishing Company; 925 Filbert Street, Philadelphia.  
 Pilgrim Press; 14 Beacon Street, Boston.  
 Pitman; Sir Isaac Pitman and Sons, 2-6 West 45th Street, New York.  
 Pott, James Pott and Company, 214 East 23rd Street, New York.  
 Prentice-Hall, Inc.; 70 Fifth Avenue, New York  
 Presser; Theodore Presser Company, 1714 Chestnut Street, Philadelphia  
 Public School Publishing Company, Bloomington, Illinois  
 Putnam; G. P. Putnam's Sons (The Knickerbocker Press), 2-6 West  
     45th Street, New York.  
 Rand, McNally and Company; 536 South Clark Street, Chicago.  
 Revell; Fleming H. Revell and Company, 158 Fifth Avenue, New York.  
 Richardson; B. G. Richardson Company, 414 Madison Avenue, New York  
 Rigby Publishing Company; Topeka, Kansas.  
 Riverside Press; *see* Houghton Mifflin Company.  
 Rockwell and Churchill Press; Boston.  
 Ronald, Ronald Press Company, 15 East 26th Street, New York  
 Routledge and Sons, London, England. (E. P. Dutton and Sons, Agents)  
 Rowe; H. M. Rowe Company, 624 North Gilmor Street, Baltimore.  
 Rumford Press; Concord, New Hampshire  
 Russell Sage Foundation; 130 East 22nd Street, New York  
 Sanborn; Benj. H. Sanborn and Company, 131 Clarendon Street, Boston.  
 Saunders; W. B. Saunders Company, West Washington Square, Philadel-  
     phia.  
 Schirmer; G. Schirmer, 3 East 43rd Street, New York  
 Scientific American Publishing Company (formerly Munn and Company);  
     24 West 40th Street, New York.  
 Scientific Book Corporation; 15 East 26th Street, New York.  
 Scott, Foresman and Company; 623-633 South Wabash Avenue, Chicago  
 Scribners; Charles Scribner's Sons, 597 Fifth Avenue, New York  
 Sears; J. H. Sears and Co., Inc., 114 East 32nd Street, New York  
 Shaw; A. W. Shaw Company, 660 Cass Street, Chicago.  
 Silver, Burdett and Company; 41 Union Square, W., New York  
 Simmons-Boardman Publishing Company; 30 Church Street, New York.  
 Smithsonian Institute, Washington, D. C.  
 South-Western Publishing Company, 3 West 3rd Street, Cincinnati.  
 Spon and Chamberlain; 120-122 Liberty Street, New York.  
 Stechert; G. E. Stechert and Company, 31-33 East 10th Street, New York.  
 Stokes; Frederick A. Stokes Company, 443-449 Fourth Avenue, New York.

Summy; Clayton F. Summy Company, 429 South Wabash Avenue, Chicago.

Teachers College Bureau of Publications; 525 West 120th Street, New York.  
Tennant and Ward; 70 Fifth Avenue, New York.

University Society, Inc.; 468 Fourth Avenue, New York.

Van Nostrand; D. Van Nostrand Company, 8 Warren Street, New York.

Warwick and York, Inc.; 10 East Center Street, Baltimore

Webb Publishing Company; 55-79 East 10th Street, St. Paul

Westbrook; The Arthur Westbrook Company, Athens and Halstead Streets, Cleveland.

Wiley; John Wiley and Sons, Inc., 440 Fourth Avenue, New York.

Williams Publishing Company; 2812 Paseo Boulevard, Kansas City, Missouri.

Wilson; H. W. Wilson Company, 958-972 University Avenue, New York.

Winston; John C. Winston Company, 1006-1016 Arch Street, Philadelphia.

Woman's Press; 600 Lexington Avenue, New York.

World Book Company, Park Hill, Yonkers-on-Hudson, New York

Writers Publishing Company, Inc.; 9 West 64th Street, New York.

Yale University Press; 143 Elm Street, New Haven, Conn.

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